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ABSTRACT

This guide, which is intended for administrators of programs providing adult basic and literacy education (ABLE) services in Pennsylvania, contains 59 individually authored papers devoted to planning, managing, and improving ABLE programs. The following are among the topics discussed in the guide's five sections: understanding the role of the ABLE program administrator (adult education for the 21st century, ABLE service delivery in Pennsylvania, guiding philosophy for ABLE program administrators); planning ABLE programs (application procedures for ABLE-administered funds; grant proposing; collaboration/coordination of ABLE services; holistic adult education programs; family literacy efforts; work force education; ABLE programs in homeless shelters, public housing, correctional institutions, and public libraries; distance learning opportunities; logistics of multiple-site programs; long-range planning); developing an effective staff (leadership in hiring, supervising, and rewarding staff; recruiting, training, and managing volunteers; Pennsylvania's regional professional development system; local-level professional development; action research for professional development; practitioner inquiry; state/national ABLE professional resources; graduate study in adult education); managing for program improvement (recruiting adult students; performance assessment; considerations for English-as-a-second-language program, data collection and accountability; the General Educational Development [GED] tests in Pennsylvania; dropout prevention strategies); and using resources and directories (the ABLE administrator's essential bookshelf and GED testing center's in Pennsylvania). (MN)

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A guide for administrators of programs providing basic and literacy education services in Pennsylvania

able
Special Project
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The Pennsylvania ABLE

Administrators Handbook

1996 EDITION

TANA REIFF, EDITOR

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The Pennsylvania ABLE

Administrators Handbook

1996 EDITION

TANA REIFF, EDITOR

BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

Project #99-6012, 1995-96

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The Pennsylvania Adult Basic and Literacy Education

Administrators Handbook

1996 Edition

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PREFACE

A change in the weather

Each time we prepare a new edition of a Pennsylvania Adult Basic and Literacy Education Handbook such as this one, we provide writers with a set of guidelines for developing their manuscripts. The guidelines cover submission format, word-count restrictions, and a reminder to gear content and style to the reading audience. A cover letter suggests a basic direction for the assigned article. For this edition, we did *not* ask the writers to follow the theme of *change*. Yet as the manuscripts began arriving, that common theme emerged as clearly as the sun on a cloudless day. The title of this, *The Pennsylvania ABLE Administrators Handbook*, might just as well have been *A Time of Change*.

Administrators of adult basic and literacy education (ABLE) programs here in Pennsylvania, and all over the nation, are keenly aware that momentous change is in the air. As of our press date, many of those changes were not yet precisely defined, but the general shape of things to come was apparent. Terms such as *block grants, workforce development, accountability, service coordination, performance standards,* and *program improvement* breeze across our desks and minds daily. Major restructuring of federal funding for adult basic and literacy education, as well as state welfare-reform efforts, are aimed at workforce development. Greater accountability of program performance is prominent on everyone's agenda. Cooperation among a variety of community service providers is a trend designed to meet many educational and social needs with shrinking resources. Meanwhile, we are navigating the technology tempest that is blowing through service delivery, instructional practice, data reporting, and professional development.

Those who wrote for this handbook have recognized the inevitable changes, have envisioned the future under these new realities, and here offer a wealth of guidance for ABLE administrators who will lead the way for their programs to thrive in an even more challenging educational climate than we already know.

I am reminded of a 1984 book called *Playing Ball on Running Water*, by David K. Reynolds, Ph.D., a practical description of Japanese Morita psychotherapy. The title refers to a Zen koan, which in Western terms is a metaphor for learning to accept and adapt to change. The author identifies this ability as the key to "the art of living."

Just as running water never stays in the same place, neither do the public policies that drive the practice of adult basic and literacy education on a local level. The most successful program administrators will be those who are able to manage change with confidence and purpose, actively participating in the process, to ensure the best possible effects of the shifting winds. I believe this *Handbook* will assist you in the challenges facing our field—in playing ball on running water.

This edition of the *Administrators Handbook* concentrates on topics of interest specifically to program administrators. For more articles on instructional practice, please refer to *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition*.

On another note, I would like to express my deep appreciation to the more than 50 individuals who contributed to this edition. To our editorial board (see page 2), who identified and refined content needs and thoroughly reviewed the manuscript, thank you. To the writers, who donated their time to so thoughtfully share their expertise, special thanks. And to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, who funded Project AXIS and Lancaster-Lebanon Intermediate Unit 13 to produce this publication, and who cooperated in its production, my sincere gratitude. Next time you run into any of these people, please thank them personally for their dedicated service.

Program administrators and other readers, I hope you find this *Handbook* an inspiration. The ball is being thrown to you; it is your task to keep it in the air with the murky water beneath your feet flowing fast.

—Tana Reiff
Project AXIS Coordinator/Editor
June 1996

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A BACKGROUND FOR THE ABLE PROGRAM ADMINISTRATOR

ADULT EDUCATION FOR THE 21ST CENTURY

BY CHERYL L. KEENAN

Adult education, as many other fields of education, is experiencing transformation. Those who have been involved in adult education will recall when the primary focus of the Pennsylvania Department of Education was on building the capacity of programs in the Commonwealth to provide basic education services to adults. The early pioneers were the "builders" of adult education services whose commitment and enthusiasm helped to draw attention to lifelong learning, especially to those who lacked basic education and literacy skills. The emphasis of early state leaders was to secure money to fund services for educationally disadvantaged adults and to find agencies that were qualified to educate low-skilled adults. Those efforts were fruitful, as evidenced by the growth in the number of adult education providers in the Commonwealth and the number of adults who receive educational programs. In the past, success was largely judged by these two factors: the number of agencies providing services and the number of adults enrolled in programs.

Today, administrators of adult education programs are experiencing pressures of a changing nature. Not only are administrators faced with how to meet the literacy needs that far outweigh available resources, but they are being challenged on the merit of the services they deliver. Hard questions are being asked about what impact adult education services have on the lives of those adults who receive them. What happens to adults who enroll in adult education programs? Do they secure jobs as a result of their educational experiences? Are they better prepared for the workforce? Do they participate more fully in their rights and responsibilities as citizens? Do they participate more fully in their children's education?

RETHINKING CONTENT

On another front, the very nature of what adult educators teach and what adult students learn is being debated. What skills should be taught to assist learners to compete on the job market? What basic skills do employers identify that workers need for global competitiveness? How can we tell if adult students are learning identified skills? How do we certify that adults indeed possess these skills?

These issues are being raised as a result of social, political, and educational changes that are transforming our country and our Commonwealth. As this article went to press, the United States Congress was deliberating sweeping changes in the way education and job-training services will be provided to youth and adults. Up to 100 separate programs are likely to be combined into a single grant program to states designed to improve the country's workforce. While much uncertainty exists about the specifics of the legislation, several trends are likely to emerge.

ACCOUNTABILITY MEASURES

The new block grant will shift considerable decision-making to the state level. States will have the flexibility to design workforce development systems tailored to meet their individual economic development goals. Programs and services will be the result of planning among state agencies, local government, business and industry, and others. The new legislation is likely to require accountability measures of states and emphasize performance as a prerequisite to funding. Current proposals also call for significant decreases in federal funds over what is currently available, and federal participation is likely to continue to decline following the initial year of funding. Proposee changes to the welfare system will further affect educational programs for adults. It is likely that the federal government will require states to move large numbers of adults off the welfare rolls into work or work-related activities. The welfare system's ability to continue to provide highly specific education programs to welfare clients may be affected. Current welfare reform proposals may increase the number of adults seeking to improve their basic skills through participation in adult education programs.

In September of 1995, the United States General Accounting Office issued a report entitled, *Adult Education: Measuring Program Results Has Been Challenging*. The report acknowledged that deficient literacy skills are not just an individual concern, but that literacy problems threaten the nation's economy, which depends on increas-

ingly high levels of workplace skills to remain competitive in a global marketplace. One of the principal findings of the report was that ensuring program results is difficult. Program evaluation, in large part, depends on having valid assessment instruments and accurate program data. The report concluded that the types of skills and knowledge needed to be considered literate are not clear, and states do not have sufficient direction for measuring results. Research has also questioned the validity and appropriateness of the student assessment used in adult education programs and, therefore, the usefulness of the data generated from these assessments. Various states have launched full-scale efforts to create effective accountability systems and to answer the critical questions posed by reports such as these.

PREPARING FOR THE FUTURE

The Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, is preparing for the future of adult education in several ways. The Department's mission is to ensure the best education for its citizens. Focusing on schools, teaching, learning, and students ensures that learners of all ages will remain central to the mission of quality education.

Focusing on education as a part of economic development and competitiveness will provide educational programs that meet the Commonwealth needs for the 21st century. The Bureau of Adult Basic and Literacy Education has undertaken a quality improvement initiative called Educational Quality for Adult Literacy (EQuAL) that is designed to improve local program evaluation, create state performance standards for adult education and literacy programs, and restructure the adult education professional development system to better support local program improvement needs. The expected outcome is an accountability system that focuses on what adults know and can do as a result of educational intervention. Project activities are conducted with local pilot sites overseen by an advisory committee comprised of local program administrators and representatives of related education and job-training programs. Observations made by the pilot participants have resulted in local programs changing practices to improve learner outcomes, curriculum, and instruction. These pilot programs have also provided valuable insights on assessment and professional development needs for improved accountability and program performance. By approaching a statewide accountability system based on actual local program practices, the Bureau will build the capacity for local programs to use high-quality program evaluation to compete for resources in a new funding environment.

The need to reform adult education and to answer pressing questions about what adults need to know and do to be successful workers, parents, and citizens requires intensive effort. The Bureau of Adult Basic and Literacy Education has responded by focusing its resources to support its reform efforts. In addition to creating performance standards that measure student achievement, the Bureau is sponsoring several other initiatives to support local improvement efforts.

PROFESSIONAL DEVELOPMENT

The Bureau is reorganizing its professional development system to highlight the mission of providing professional development opportunities that result in learners enhancing their skills and abilities. Focusing on the importance of improving teaching and learning as a primary means of meeting the mission of professional development is consistent with the overarching philosophy of the Pennsylvania Department of Education. The Regional Professional Development System is charged with delivering training to local practitioners in core content areas, such as linking assessment and instruction and "cooperative learning." Professional development opportunities are being expanded to include the emerging practices of practitioner inquiry and action research. The Bureau also is creating a listing of learner competencies, developing an appropriate manner to assess those competencies, and providing statewide training to implement competency-based assessment. Through the use of practitioner technology networks, adult educators will develop the skills needed to integrate technology into their classrooms and to expand professional development opportunities through online technology. Additionally, other demonstration projects are being funded to expand options to adult learners, including secondary high school diploma programs and school-to-work opportunities.

The Bureau is committed to promoting adult education reform to meet the challenges of the future. Local adult education administrators will meet these challenges in this dynamic period of revitalization and improvement in order to prepare Pennsylvania's citizens as workers, parents, and citizens.✦

THE BUREAU OF ADULT BASIC AND LITERACY EDUCATION

BY DONALD E. LUNDAY

The Governor and Secretary of Education oversee the administration of adult basic education (ABE) programs in the Commonwealth through the ***Bureau of Adult Basic and Literacy Education.*** The mission of the Bureau is the effective and efficient management of programs to ensure the provision of quality ABE services. The specific parts of this mission are:

- management of state and federal ABE grants,
- evaluation and monitoring of ABE programs to ensure continuous program improvement and compliance with state and federal laws and regulations,
- planning and coordination of ABE services with other state and national agencies and organizations involved

in the ABE effort, and

- administration of special programs related to ABE.

To accomplish this mission, the Bureau's staff members are organized into three major elements, which are responsible for a number of specific functions. These elements are the ***Director's Office***, the ***Regional Programs Division***, and the ***Special Programs and Projects Division***.

The ***Director's Office*** consists of the director's administrative staff and the Bureau Fiscal Unit. In addition to the direction and oversight of all Bureau functions associated with the administration of ABE programs from the state level, the director coordinates state ABE programs and initiatives with his or her counterparts in other state agencies and with the U.S. Department of Education. The director also serves on the various boards and committees representing ABE efforts in Pennsylvania. For example, the director is a member of the board of the Pennsylvania Association for Adult Continuing Education (PAACE), the Pennsylvania Coalition for Adult Literacy, and the Pennsylvania 2000 Adult Literacy Task Force.

The Fiscal Unit in the Director's Office maintains Bureau accountability of ABE state and federal grant funds and coordinates fiscal matters with the Comptroller's office. Additionally, this unit receives, reviews, and processes fiscal reports from agencies which are providing ABE services under contract with PDE. Finally, the Fiscal Unit maintains the Bureau's record files of all grant contracts and prepares certain required federal and state fiscal reports.

The next major element of the Bureau is the ***Regional Programs Division.*** Included in this division are the five Adult Basic Education Area Advisors, the primary link between the Bureau and ABE service providers throughout the state. This division develops guidelines and procedures for applications for ABE grants funded through Section 322 of the Federal Adult Education Act and the Pennsylvania Adult Basic and Literacy Act (Act 143). The area advisors review, evaluate, and process these applications. Area advisors also provide technical assistance to ABE programs and conduct on-site monitoring and evaluation visits to ABE activities to ensure a focus on quality delivery of service and compliance with federal and state laws and regulations. The Regional Division also manages and administers the Pennsylvania Literacy Corps program, a special state initiative focused on instilling a commitment of lifelong community service in college students.

The Bureau Research Unit is a part of the Regional Programs Division and is responsible for development and management of the state ABE performance data-reporting system. This unit uses the data obtained through the system to prepare required state and federal performance reports. Additionally, based on the analysis of this data, the Research Unit advises the director and agencies that conduct adult basic education programs on research and research-related activities.

The third major element of the Bureau is the ***Special Programs and Projects Division.*** As the name implies, this division is responsible for a number of diverse functions in support of the state's ABE efforts. Key among these is the management of programs funded through Section 353, Federal Adult Education Act. These programs include "special experimental demonstration" and "staff development" projects. The division's responsibilities also include oversight and direction of the state's Regional Professional Development System and the State Adult Literacy Resource Centers. Other special functions, such as the development and coordination of the Pennsylvania Adult Education State Plan, are accomplished by this division. The State GED Administrator and GED Unit are a part of the Special Programs and Projects Division. This unit administers the state GED testing and Commonwealth diploma programs and serves as the GED test records repository.

Inherent in the responsibilities of the Director's Office and the two divisions of the Bureau are many other specific tasks and functions essential for the Bureau to accomplish its mission of efficient and effective administration of ABE programs for the state level. Regardless of the details, however, the key focus and purpose of all elements and individuals of the Bureau, from the administrative staff to the ABE advisors, are to assist teachers and program staff in providing quality adult basic and literacy education services to those most in need.◆

ABLE SERVICE DELIVERY IN PENNSYLVANIA

BY EUNICE N. ASKOV

The Institute for the Study of Adult Literacy at Penn State received Section 353 funding from the Pennsylvania Department of Education (PDE) in 1993-94 to develop a comprehensive database of state adult literacy service providers that could be used to provide valuable information on service provision to public and private organizations and individuals. The Adult Literacy Task Force of Pennsylvania 2000 was a collaborating organization, since the database could provide baseline information about service provision related to attaining the Adult Literacy Goal #6 (see next page).

The project team developed a survey and distributed it by mail to 2,911 known and potential adult literacy service-providing organizations throughout the state, including PDE-funded programs, literacy councils, libraries, and businesses with over 500 employees. The survey questioned organizations on six areas, including services, staffing, sites, outreach, technology, and funding. Project staff constructed a database of information on service-providing organizations and analyzed data from each of the six areas.

Of the 948 responding organizations, 324 indicated that they provide services. The largest categories of service providers are community-based organizations (CBOs), school districts, and literacy councils (several lit-

eracy councils identified themselves as CBOs). While each type of responding organization has its own unique profile, there are some general findings regarding service-providing organizations. The types of services most likely to be provided by responding organizations overall are Adult Basic Education (ABE), General Educational Development or Alternative Secondary Education (GED or ASE), and basic literacy services.

Responding organizations reported approximately 70,000 students being served across all categories of services. The greatest number of students are served by ABE, English as a Second Language (ESL), and GED/ASE services. Responding organizations reported 10,029 volunteer tutors, 1,270 part-time teachers/coordinators, and 591 full-time teachers/coordinators involved in adult literacy service provision. Responding organizations use "traditional" technologies (chalkboard, newspaper, and videocassette recorder/player) for instruction and report access to traditional technologies for staff training and information sharing. Responding organizations mainly use government funds to provide services.

In spite of attempts to maximize the return of surveys, not all providers responded to the survey; for example, only 73 percent of PDE-funded programs returned surveys. The results of the analyses should be viewed with caution, but they do allow some general conclusions about the population of Pennsylvania service providers.

The products, available from the State Literacy Resource Centers, include a final report containing an executive summary, the finalized survey and cover letter, and results of analyses. A mailing list and a database of state service providers who responded to the survey are available from the Institute for the Study of Adult Literacy.✦

ABLE-Funded Programs: Where and Who?

According to figures from the Pennsylvania Department of Education, the following chart shows the types of full-time sites (operating 25 hours or more per week) during 1994-95 in which programs funded through the Bureau of Adult Basic and Literacy Education only are housed and the number of participants served by each type.

	No. of Sites	No. of Participants	% of Participants per Site Type
Elementary or Secondary School Building	121	6,750	12.9
Community College (incl. Jr. Colleges, Tech. Institutes, etc.)	14	314	.6
Four-year College	4	421	.8
Learning Center	17	21,794	41.8
Correctional Institution	79	3,846	7.4
Institution for the Disabled	29	1,396	2.7
Work Site	32	1,156	2.2
Library	14	4,077	7.8
Community-Based Organization	118	11,814	22.6
Home/Home-based	5	608	1.2
TOTAL	433	52,176	100.0

An Ambitious Aim

Goal 6 of Goals 2000
The Educate America Act:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in the global economy and exercise the rights and responsibilities of citizenship.

YOUR ROLE AS A PROGRAM ADMINISTRATOR

BY TANA REIFF

Statistics collected by the Pennsylvania Department of Education indicate that in 1994-95 there were 735 of you working in local-level administrative/supervisory/ancillary services positions in adult basic and literacy education (ABLE). For a closer look at the role of ABLE program administrators, we surveyed a sampling of administrators, drawn at random from the Pennsylvania Department of Education's 1995-96 list of funded programs, expressly for this Handbook. Though the results of our small sample cannot be considered scientific, they do appear to provide a cross-section glimpse at ABLE program administrators' typical circumstances.

PDE data indicate that about 40% of ABLE program administrators were full-time employees and 60% part-time. Our survey indicated very close to the same ratio. Responding administrators work in adult education anywhere from six hours per week to 60. (Several added a plus sign to the number of hours, presumably because they work more hours than they are paid for.) The average was 28.1 hours per week. Whether part or full time, most spend 100% of their time in adult education specifically, but it is not uncommon for an ABLE program administrator's time to be split between adult education and other responsibilities.

According to our survey, your job titles vary considerably, but all carry some terminology associated with

administrative positions: Coordinator, ABE/GED/ESL; Coordinator of Continuing Education; ESL Coordinator; Executive Director; Program Director, Adult Training/Education Programs; Director, Adult Education Center (or other site/program name); Director of Educational Programs; Director of Adult Literacy; and many other permutations.

Based on our survey, annual adult education budgets from all sources ranged from a low of $15,455 to a high of $1 million. Dropping out those two figures, the average budget was $141,588. The percentage of programs' funding that came from the Pennsylvania Department of Education ranged from one at 7% to several at 100%. Again dropping out the highest and lowest, the average portion of funding from PDE was 61%.

Our survey respondents manage staffs ranging from two to 70, with an average of 23.3. They are responsible for student populations ranging from 25 to 5,000, with an average of 788. The average number of sites is 8.1, but almost all of these administrators oversee programs in either a few sites (one to four) or many (25 or more).

We asked ABLE program administrators to list their main job responsibilities. A compilation of their lists follows. Redundancies have been consolidated, and related tasks have been grouped:

PROGRAM PLANNING RESPONSIBILITIES:

- Develop funding sources
- Write grant proposals
- Design, develop, oversee programs
- Develop and prepare budget
- Determine direction of the program
- Arrange suitable sites and schedules for classes
- Establish policies and procedures

GENERAL MANAGEMENT RESPONSIBILITIES:

- Manage day-to-day operations
- Manage program budget
- Dispense funds according to PDE regulations
- Collect data; maintain records; file required reports
- Satisfy funders' requirements
- Conduct publicity, public relations, outreach, and recruitment efforts
- Attend meetings related to program operation
- Monitor and evaluate program effectiveness
- Liaison between local program and PDE
- Act as an agency representative in the community
- Coordinate community endeavors with other agencies
- Administer payroll
- Purchase supplies and materials
- Lead fundraising campaigns
- Participate in advisory council

MANAGEMENT RESPONSIBILITIES RELATED TO THE INSTRUCTIONAL PROGRAM:

- Recruit students, tutors/teachers
- Hire staff
- Train tutors
- Coordinate staff development
- Schedule, supervise, and evaluate staff performance
- Coordinate meetings of teachers and other staff activities
- Develop curricula
- Administer a GED preparation program and/or high school diploma program for adults
- Conduct a continuing education program
- Plan short-term courses
- Subcontract instructional responsibilities
- Coordinate student testing
- Develop IEPs
- Teach and counsel students
- Observe classes
- Resolve student-student and student-teacher concerns
- Plan graduation program
- Supply transcripts on past graduates

This time we asked administrators what significant struggles or challenges they encounter in their adult education work. Their frank answers show many common concerns: too much to do in too little time with too little program funding, keeping up with changes in funding structures and instructional content demands, limitations on how programs are allowed to spend money, balancing the requirements to provide student performance data with clients' resistance to testing, retaining a transient student population, and keeping the community aware of their services.✦

A GUIDING PHILOSOPHY FOR THE ABLE PROGRAM ADMINISTRATOR

BY DANIELE D. FLANNERY AND JACLYN FOWLER-FREY

ABLE program administrators face the logistical and time-management challenges of a constantly changing work environment—learner population, staff, worksite, budgets, etc. (Taylor, 1991). It is essential, therefore, to develop a guiding philosophy that helps the administrator face these ever changing administrative tasks with confidence and efficiency. The program administrator's philosophy should include:

- Reflecting on practice.
- Maintaining quality people encounters.
- Empowering staff members.
- Respecting and promoting diversity.
- Valuing oneself and one's decisions.

How can the administrator use these five points to develop a working philosophy? Hannah, a fictitious ABLE program administrator, will take us through her day to show us how she uses them.

Hannah collapses into her chair. It's 9:00 p.m. She looks at the papers in front of her. "Whew, what a day!" she thinks. As she sits in her small, crowded office, her thoughts dart around the various events of the day.

Hannah is reflecting on her day's work. She is interested in promoting positive change in her practice (Imel, 1992). Reflection is essential since if it "does not occur, professionals may find themselves in the position of espousing one theory but using another in practice, that is, their actions are not consistent with their intent" (Imel, 1992, p.2). Without recognizing such inconsistencies, administrators get caught making the same mistakes over and over wasting time and becoming frustrated.

A DAY IN THE LIFE

Hannah's day started at 8:00 a.m. with someone who wanted tutoring. No intake interviewer was there so Hannah gathered the necessary data. "I didn't need that interruption so early in the morning," she muses. "I came in early to get some paperwork done. I hope I wasn't too brusque. The person had such wonderful stories about his childhood to tell. It's just that I—I had so much to do." Hannah thinks, "I'll jot a note of welcome to the new learner, thanking him for his wonderful stories."

Here we see Hannah struggling with priorities: how to juggle the daily administrative tasks with the unexpected people tasks that come up. Hannah seems to be generally interested in and respectful of people. She wants to give them the quality time they deserve while reserving time to complete her administrative work. She reflects on her people-interactions of the day. While perhaps brief, did she affirm people's gifts? How did she balance the time she spent on administrative tasks with the time spent with people? Was she clear about her messages regarding what she could and could not do?

With the creaking of her chair Hannah realizes her thoughts have been elsewhere. What she needs to do is face the pile of papers in front of her, including working on the PDE grant proposal which is due in two days. Hannah remembers the instructors' concerns over the textbooks that are biased against the African-American learners. "We have to respect the stories, languages, and cultures of all our learners. If the textbooks aren't teaching to certain groups of persons, some people may not be learning."

Here we can see Hannah's concern for including and understanding each learner's "uniqueness." As an administrator, Hannah is responsible for devising ways "to attract future students and ... to maintain a cultural and linguistic balance ..." (Fox, 1983, p.3) both within the learner population and on the staff. This can be achieved only by respecting and promoting diversity. As an ABLE administrator, what did you do today to learn about another's culture, language, religion, or dialect? What did you do to promote your staff's, and/or tutors' understanding of each adult learner's unique qualities?

Hannah muses, "In the morning I'll ask Joe to get a group of volunteers together to plan what further tutoring assistance they need and how they might provide it."

Hannah is confronting two issues simultaneously: how to provide the necessary training to her staff and how to value and use their leadership skills. For the ABLE administrator, the expertise and dedication of the paid and volunteer staff "are the ... administrator's most valuable resource; [thus,] the administrator should provide for their development through in-service workshops, guest lectures, and staff meetings ... " (Fox, 1983, p.3).

Moreover, by designating the professional-development issue to her staff, Hannah is empowering them by not only allowing them to come up with their own plan but also by recognizing and trusting in their abilities (Kutner, 1992). As an ABLE administrator, how were your interactions with your staff and volunteers today? Did you offer them opportunities for professional growth? Did you work to empower your staff to define their own learning needs and to devise their own plans for professional development? To what extent have you delegated some tasks, letting go of your own need to do them yourself?

SEEKING BALANCE

It's 9:45 p.m. now. Hannah's papers are still in piles on the desk. "Fifteen minutes," she says. "That's what I'll devote to paperwork. Then I'm going home and sit in a nice warm bath and relax. Tomorrow morning I'll give three early hours to the PDE grant."

In this final scene of Hannah's story, one can see how Hannah values herself and her own administrative skills. Hannah is considering what was done, how well, what was put off, and when she will reschedule what was not accomplished. She is making specific resolutions for herself about the tasks she will accomplish the next day.

Hannah also realizes the need to take time for herself away from her administrative role. She is setting aside time to relax and do something that is renewing for her. She does this so she doesn't get caught up in the work-only syndrome that is so easy for people who value service to others. So, ask yourself: What have you done for yourself today? What few minutes have you taken to separate from the work and responsibilities and do something life-giving?

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Be available to teachers, students and volunteers, and to coordinate various aspects of the program.

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Gail Bober
Director, Center for Community and Professional Services
Pennsylvania School for the Deaf, Philadelphia

The Future of Adult Basic and Literacy Education

BY DON BLOCK

As of early 1996, the time of this writing, adult basic and literacy education (ABLE) faces a difficult paradox. On the one hand, the vast need for our services has been documented, and more students are seeing the value of enrolling in our programs. On the other hand, the welfare reform movement at the state and federal levels views ABLE as one component of workforce development with the goal of quick job placement, rather than education—primarily basic-skills brush-up and GED preparation—as a worthy endeavor in and of itself.

CRITICAL NEED

Despite this shift, the need for adults to improve their basic skills remains critical. The National Adult Literacy Survey (NALS), a federally funded study released in 1993, showed that 21 to 23 percent of the adults surveyed, representing 40 million adults in the country, had skills in the lowest level of literacy. (The study divided all adults into five literacy levels.) These adults in Level 1 could not fill out a job application form, find a particular piece of information on a paycheck stub, or read and interpret a bus schedule. This is the primary target group for adult basic and literacy education programs.

Another 25 to 28 percent of the survey participants, representing about 50 million adults in the country, demonstrated skills in the next higher level. Their skills were adequate in some areas but inadequate in others. Many of these adults could also use some assistance from literacy programs.

A follow-up to the national study, the State Adult Literacy Survey (SALS), was issued in 1994. It showed that the literacy needs of Pennsylvania's adults are very similar to the needs described in the national study, and the percentages of our state's adults in the various literacy levels are the same as those indicated above. Needless to say, there is a huge need for our services.

One interesting finding of the NALS study is that the wages earned by adults are directly correlated with their literacy level. The median earnings of adults who function at Level 1 are $230 a week. The wages go up steadily for each level until Level 5 literacy, where the median earnings are $681 per week. The figures prove that literacy does indeed have an economic impact.

What impact did the release of the NALS results have on the field of adult basic and literacy education? Very little. It did not cause policymakers to propose large increases in funding for literacy programs. The study was met by skepticism in the media. Perhaps the average citizen simply doesn't understand the broad definition of the word literacy that was used in the study: "The ability to use information to function in society, to achieve one's goals, and to develop one's knowledge and potential."

In 1995 the Adult Education Act, along with the National Literacy Act of 1991, came up for reauthorization by the Congress. Instead of being reauthorized, it was proposed that the federal program be combined into a block grant with many other training and job preparation programs. ABLE programs will become part of a broader workforce development system. At this writing it is uncertain whether a specific funding level will be set aside for adult basic and literacy education.

WORKING WITH WELFARE REFORM

Concurrently, the welfare system is undergoing reform. Adult educators feel that literacy learning is an essential part of any welfare-to-work program, since large numbers of welfare recipients are school dropouts with low literacy levels. In Pennsylvania, state-level welfare-reform efforts peg "early workforce attachment" as the key to getting adults off the welfare rolls. In addition, ABLE programs will be expected to place students in part-time jobs while they attend literacy training programs. More ABLE programs will need to be in the job-placement business if they want to serve this clientele.

All of this shows that the field of adult basic education is working to maintain its position in a time of shrinking government resources. Short-term funding cuts in the range of ten to 15 percent are the likely reality for federally funded projects. Whether state government will increase its commitment remains to be seen.

In closing, I will make the following predictions about our field in the coming years:

1. Family literacy and workforce preparation will become the primary types of instructional programs in the field. Few classes will look like a traditional elementary or secondary school class.

2. Provider agencies will have to show that they fit into a well-coordinated system of services in their city or county.

3. Our field will learn to communicate the effectiveness of its work in new and powerful ways. This communication will probably come from the students themselves. Adult education needs to be viewed as an investment which brings a substantial dividend to the country and state, not just to the individual student. ✦

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PLANNING THE ABLE PROGRAM

PLANNING THE ABLE PROGRAM: THE BIG PICTURE

BY MARY ANN EISENREICH

Essential to planning an adult basic education and literacy program is a strong foundation. Two of the main foundation blocks are defining the type of program you will establish and providing adequate funding for the program components. The articles in this section on program planning provide detailed information on many types of literacy programs, including family, workplace, institutional, and multi-site programs. If you are planning a small, traditional ABE/GED program, the planning pieces for each of these programs will be of value to you as well. To give you a snapshot of program planning, we will look at the two components necessary for programs: defining the type of program to be planned and determining the funding that will be needed to get the program off the ground.

A key piece in the planning process is to define your target audience. Ask yourself the following questions:

- Will you serve new readers?
- Will most of your students have some reading and math ability but lack a high school diploma?
- Will your students have a high school diploma yet have difficulty in comprehending and retaining what they read?

Once you have determined the educational level you will serve, the next series of questions will help you further refine your program structure:

- Will you provide services using tutors for one-on-one instruction or will you use primarily small-group or classroom instruction?
- What instructional materials will you use? This question can be answered in a broad sense. Will you use published literacy materials, newspapers, magazines, or a combination of materials?
- What services will you provide once the goals of your program are met for your students?
- Will you be collaborating with existing programs?

That last question will lead to the second major step in planning: defining your target area. Where will the program be located? Can you collaborate or coordinate with an existing program, such as adding a family literacy component at a food bank, providing workplace education at a local business, or providing an ABE program in the same place a GED preparation class is conducted? This will allow for mutual referrals and give students a more complete range of services.

Once you have determined the best location programmatically, ask yourself these practical questions:

- Is there public transportation?
- Is the site accessible and safe in the evening?
- Will it accommodate handicapped individuals?
- Is there affordable, accessible child care nearby?

We all know reinventing the wheel is a waste of time, money, and energy, so take extra time in your planning process to carefully research what is already available in your target area. Your students will benefit by the information network you establish. Remember, to provide the best possible services to your students, cooperation, not competition, is the key. If you find, for example, that the local library is running a small ABE or literacy program and there are many government-funded GED programs in the target area, plan the steps you will take to collaborate with and enhance these existing programs.

Once you have defined your program's target audience and location you can begin establishing your needs list. As you formulate your plan, start with a list of program needs. What is necessary—absolutely necessary—to get a program off the ground and what would be "nice" to include?

In the "necessary" column will be supplies such as books, pencils, paper, publicity, professional development, and funding for space and staff. Note that funding is last, since adult educators are the best bargain-hunters and wheeler-dealers there are! Always search out free space, donations, and volunteers before planning your budget. Funders love to see a program director's creativity in starting a program.

On the list of "nice" things you might have more paid staff, larger space, and computer equipment. These luxuries can be included in your long-range plans. Mixed sources of funding are the ideal—not relying too heavily on any one of the three general sources: *in-kind* (donated space, materials, volunteers), *private money* (foundations, individual donations, fundraisers), and *government funding*. These funding areas are discussed in detail in this section and should provide you with ideas and challenges.

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Adult educators are often labeled as either process- or task-oriented individuals. Some individuals' working styles are driven by process: checking and rechecking, and then there are styles that look at a problem and take the quickest path to fix it, sometimes missing the long-range ramifications of the action. In planning a program, both process and task are necessary.

You will need a plan—a blueprint—for bringing all the necessary pieces of an adult basic and literacy education program together to form a workable picture. The articles that follow contain many ideas which will help you design your blueprint for both program and student success.✦

APPLICATION PROCEDURES FOR ABLE-ADMINISTERED FUNDS

BY JOHN (SONNY) SLOAN

If you are involved in providing adult education services to the thousands of Pennsylvanians in need, financial assistance in the form of federal and state grant funds is available to agencies that can justify the need for these monies through grant proposals. This article deals with the grant proposal process and should provide every reader a better understanding of it.

Each year the Bureau of Adult Basic and Literacy Education administers funds appropriated by the state and federal governments for the purpose of adult education. The state funds result from legislation entitled the Pennsylvania Adult Basic and Literacy Education Act 1986-143, as amended May 1990 and May 1996. Federal funds derive from the Federal Adult Education Act of 1966, Sections 322 and 353, as amended by the National Literacy Act of 1991. The law requires that 15 percent of the federal funds be spent on staff development and special demonstration projects. Information concerning the availability of funds and the application procedures is published every January. Dissemination of this information is through *The Pennsylvania Bulletin*, electronic notices to local education agencies (LEAs) via PENN*LINK, and notices direct from the Bureau to literacy program directors.

The adult basic education programs are to be conducted by eligible local sponsoring agencies in public or other community facilities suitable for use by adults. The programs of instruction should be planned to develop skills in speaking, reading, writing, arithmetic, English as a Second Language, or preparation for the Commonwealth Secondary School Diploma or a GED Certificate.

Agencies that are eligible to apply for these grant funds are: school districts; intermediate units; literacy councils; local libraries; area vocational-technical schools; community colleges; colleges/universities; correctional institutions; private, nonprofit, community-based organizations (CBO) that represent communities or a significant part of a community and provide adult basic education and/or literacy programs; housing authorities; consortia of agencies; and educational entities recognized by the Pennsylvania Secretary of Education as providing appropriate and effective adult basic and literacy education services.

APPLYING FOR THE FUNDS

The most important thing to do is to obtain a copy of the Grant Application Guidelines which are published each year by the Bureau. The second most critical step is to attend the Application Guidelines explanation workshop (commonly called the Administrative Workshop) that is held nearest to your agency in January or February each year. Generally, these workshops are held in Philadelphia, Norristown, Scranton, Harrisburg, Altoona, Pittsburgh, and Saegertown. ***Both the grant narrative writer and the budget/financial specialist should attend the workshop.*** Between reading the Guidelines and listening to the Guidelines explanation, one should be left with no doubts about the grant proposal writing requirements.

Applications for State Act 143 grants must be received at the Bureau of Adult Basic and Literacy Education during March each year; applications for federal adult education grants must be received one week after the state grant deadline. Applications must be submitted with one original and four copies and should be mailed to the Bureau of Adult Basic and Literacy Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333. The applications must consist of the following in the order shown: Standard Contract (PDE 3834 State or PDE 3835 Federal); Program Budget (PDE 5035) consisting of three parts (Part A: Agency Information, Part B: Agency Activity Summary, Part C: Budget Detail); Application Narrative (PDE 5036). All of these forms are available in WordPerfect file format. Disks are usually distributed at the Administrative Workshops or can be obtained by writing the Bureau and sending a blank disk.

The 143 and 322 proposals are evaluated by area advisors and reviewed by the Regional Programs Division Chief. After obtaining the Bureau's recommendation for approval, all proposals are passed to the Pennsylvania Department of Education's Comptroller and Legal Office for final approval.

SPECIAL PROJECTS

Application requirements for 353 grants are generally the same, with the following exceptions: 1) Agencies desiring to apply must indicate their intentions of applying for a grant by requesting the application package in writing from the Bureau, and 2) the proposals are evaluated by a panel consisting of a combination of adult education advisors and agency representatives.

The Bureau's goal is to complete grant proposal processing early enough each year that allows for grant recipients to receive their first payment from the State Treasurer's Office by the end of September. The major reason for receiving first payments later than September 30 is errors in completing the Budget, Part C (Detail Page) of the grant ap-

plication. Contract problems are the second leading cause of rejection of applications. Any errors on the application documents must be corrected by mailing the application package back to the applicant and awaiting the correction and return of the package to the Bureau.

In order to comply with requirements to safeguard public funds and to provide for accountability, all grant-funded adult education programs are subject to compliance and performance monitoring and evaluation by ABLE Area Advisors. Federal and state regulations, the State Indicators of Program Quality (IPQs), and policies found in the Guidelines constitute the basis for evaluation.

For more information write or call the Bureau of Adult Basic and Literacy Education, 333 Market St., 12th Floor, Harrisburg, PA 17126-0333; (717) 787-6344.✦

FUNDING FROM A VARIETY OF SOURCES

BY JEFFREY WOODYARD

Does over half of your program's funding come from one source? If you answer yes, your agency may be in peril. Programs that are successful over a period of time usually are because they have variety in their funding sources. The fiscal life of successful programs does not depend on the generosity or existence of any one funding agency. A good mix of federal, state, local, private, and self-generated funds can make the difference between a program that continues to provide good services and a good program that *used* to provide good services.

Now more than ever, with the inevitability of block grants and government-funding reduction, programs that lack variety in their funding sources may be in a vulnerable position. Traditional sources of funding, such as Section 322, Act 143, and even JTPA funds, may be reallocated in different ways, leaving some programs with less or no funding from these sources. Already we have seen funding for homeless education disappear. Program directors must begin to make efforts to seek other available resources, both public and private.

When you are thinking about diversifying your funding sources, you must first be able to define what your organization does and whom it serves. You must know your "market area." Your target population, your goals, and your success at meeting those goals are factors that interest funding agencies. If you operate in an area where the number of potential students is limited, try not to duplicate services already provided by another agency. Most funding sources look favorably on partnerships and collaborative efforts.

Seek other agencies that have a mutual interest in your student population. Often you can supplement your funding through these agencies. For example, if your program serves older learners, agencies such as an Area Agency on Aging or a local senior citizen's center might consider providing funding for adult literacy activities. Programs that work with public-housing residents would benefit by contacting their local housing authorities. The housing authorities are interested in working with literacy providers through such initiatives as the Family Self-Sufficiency project and Gateway project. Many HUD-sponsored programs not only allow local educational agencies to provide adult education opportunities to public-housing residents but also encourage such participation. Civic organizations, sororal and fraternal associations, and many foundations have academic missions as a part of their charters. There may be mutual goals between your program and these types of organizations. Churches have always seen the importance of providing support services to their members. Resources may be available from churches that can support academic classes.

Program providers also should look into corporate funding. Workplace literacy is still going strong in adult education. Large and small companies have a real interest in a better-educated workforce. Employers who hire entry-level, non-skilled workers, particularly in the service industry, often team up with adult service providers to offer content-specific remedial skills training to their workers. Talk to these companies to see what services you could provide for a fee.

Foundations are a good source for alternative funding. Some providers are hesitant about applying for foundation grants. Some agency directors are overwhelmed by the application process; others are reluctant to apply for funds that they know will not exist beyond one or two years. However, help does exist in researching foundations whose mission is to provide academic and social services to those in need. Help is also available to com-

Funding Sources

Agency Type	Clientele/services provided
Area Agency on Aging/ Citizen Centers	Older learners in community senior centers or housing developments
Telecommunications Education Fund	Any consumer of telecommunication services
HUD	Public housing residents
Library Associations	Family literacy projects
Refugee/ Migrant Services	Immigrants, migrant workers, and ESL services
Municipalities	Literacy councils and provider coalitions
Religious Organizations	Adult education classes
Corporations	Workplace literacy programs
Farmworkers Associations workers	ESL and ABE services for migrant
Private Industry Councils	JTPA adult education programs
Foundations	Equipment needs
Local School District	Dropout prevention programs/ alternative education programs
Pa. Department of Education	Federal and State initiatives, school-to-work transition programs, Even Start family literacy programs
Probation and Parole Office	Transition programs for offenders

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plete the application process. Many local communities sponsor grantsmanship training. Most public libraries contain a grants and foundations section with staff who are eager to assist you. While at the library, be sure to take a look at the *Federal Register*. Official notification of grant opportunities from all the government agencies can be found in this comprehensive government publication.

When operating programs from various funding sources, it is a good idea to try to make each project as self-contained as it can be. Try to include all the necessary program components (training, counseling, support services, assessment, follow-up, etc.) in each project so that, if necessary, each project could operate separately from the others.

Don't forget the value of in-kind contributions. Donated time, resources, and expertise are as good as cash. Be prepared to provide a list of your agency's needs to any prospective contributor.

Listed on the previous page are several agencies and organizations that have worked with adult literacy providers to deliver educational services to their clients. Opportunities may exist in your area to form partnerships or provide direct services for these agencies.✦

Good Grant Proposing—From a Grantor's Point of View

BY R. BRUCE BICKEL

The Vice President and Manager of the Investment Management and Trust Division at PNC Bank, N.A., provides an insider perspective on private grants.

The key to writing successful grant proposals is to make your appeal accomplish what the granting agency wants to achieve. The issue then becomes, how does one do that? Recognizing that every private granting agency has its own procedures and application guidelines, let me give some general insights into the process of producing good proposals.

There are two ingredients in grant preparation: *research* and *writing*. In my judgment, research is the more important. Successful research leads to successful writing. Successful research is hard work but will put you in a position to increase the probability of receiving a positive response to your request by identifying those sources that are most likely to meet your needs and eliminating those that won't. Identifying a grantor that does not have an interest in your proposal *before you submit it* is a very positive aspect of good grant proposing: it saves you a lot of time and effort in preparing a proposal that will not be successful. This requires research. Here are some suggestions for effective research.

- **Identify available sources** by using the *Foundation Directory* or other resources available at most libraries.
- **Screen the possibilities** by examining annual reports, making personal visits, conducting telephone interviews, or doing whatever the granting source will permit. Ask lots of questions. *During the first contact it is more important that you learn who they are than they learn who you are.* They will discover who you are when they read your proposal.
- **Determine a grantor's focus** by asking questions concerning their special interests, specific restrictions, and specific "hot buttons." Remember, you are attempting to find out what they want to do, not telling them what you want to do. That will come later.
- **Investigate Board of Directors relationships.** Who serves on their board? Are there any existing relationships between your board members and their board? *People give money to people, not to programs.*
- **Determine proposal format.** If you determine the agency is one in which you quality for consideration, find out the length, content, and packaging requirements of the written proposal.
- **Re-Search.** That's what research is—re-searching what you just uncovered to make sure your information is accurate.

GETTING IT ON PAPER

Once you have researched and qualified the highest potential sources of funding, follow their format for your grant submission. Below are some important considerations in the construction of your proposal:

- **Length.** Remember these words: *brevity, clarity, accuracy* (don't exaggerate), and *summary*. Many grantmakers will read your last paragraph first to get a "big picture" of who you are to see if the content of your proposal provides the details of the summary. They will remember the last thing they read: *your summary*.
- **Content.** This is where they will learn who you are and what you do.

1. Identification—who you are
2. Explanation—of the problem you are addressing
3. Concentration—what you plan to do and where the geographic impact will be
4. Application—how you plan to do it
5. Collaboration—with whom you will work to accomplish the task
6. Incorporation—how what you will do will impact and its lasting projected results
7. Evaluation—how we (the grantor) will know if you succeed (accountability)
8. Validation—that you are authentic: IRS Status letter, Board of Directors list, etc.
9. Organization—agonize to organize your proposal

Of the last two features mentioned, it is this grantmaker's opinion that the research phase is the more important. If you research successfully, you increase your odds of writing a successful proposal because you will know what the granting agency wants to support. Make your appeal on that basis because, after all, that's the basis on which they will award you a grant.✦

PLANNING AN ABLE PROGRAM BUDGET

BY RICHARD GACKA

"How do I get to Sandusky?" Just follow your map. Well, running an adult basic and literacy education program isn't much different. Your budget is your map, and that generally refers to the State Budget Form. In fact, the process is pretty straightforward once you do a few basic things:

- Learn the special vocabulary that is used to refer to the different parts of a budget.
- Set your mind to being accurate in your calculations and double-checking everything.
- Establish a "real-life" frame of reference so you understand what you are doing.

If you run a household you are doing everything you need to do to build and run a project budget, but you probably aren't referring to what you do by the same terms.

Project budget: A budget is a structure used to account for the money received and used for a specific purpose. For an ABLE program, it's each project budget. For your family it's the budget for each individual. You report money in and money out so that each person's (project's) money is kept separate.

"Objects" are a standardized listing of what you will be spending money on, such as salaries, supplies, benefits, etc. The school accounting system uses a three-digit numbering system which breaks each area into more detail; for example, *Salaries* is a three-digit number that starts with a 1 (100), so if you see an account code that starts with a 1 you know it is a salary item. The second digit breaks down salaries into more detail: salaries for teachers, secretaries, support staff, etc. The third digit breaks the item into even more detail, i.e. part time or full time. You will need to keep a ledger of all of the items within each Object and then enter the total into the budget form. For example, add four full-time teacher salaries and enter the total into the budget form for Object 122. Follow the same process for each object code. On the PDE budget form, the first vertical column lists the objects, with each major area having a subtotal. The project guidelines specify the "rules" for what can be done within each object. In terms of a personal reference, objects are similar to major areas such as Insurance, Food, etc. and each can be broken into greater detail; for example, *Insurance* can be broken into home, car, boat, etc. The main difference is that at home you usually don't assign numbers to each area.

Program areas: Budgets are broken down by service area, for example: administration, instruction, support services, and tutor training. These are called "Functions" and each has its own code number (these are the columns on the PDE budget form). In effect they are "mini-budgets," each with its own set of object codes. So, if we have full-time staff in instruction and full-time staff in tutor training, we would need a detail sheet outlining all the proposed full staff (object code 122) who will perform instruction (function code 2200) and tutor training (function code xxxx). The PDE budget form lists allowable program areas horizontally in the first row.

Building a budget is the process of projecting what your expenses will be in each cell that is created by the intersection of an Object and a Function (the intersection of a vertical code with a horizontal code). The trick is to keep track of all of the entries within a cell. That is where spreadsheets come in very handy. I suggest you use two levels of spreadsheets, one to do the PDE budget and one to compute the background information (detail budgets). The former does your final calculations and the latter does all the underlying computations that are necessary but not reported on the PDE form.

Much of the budget data are interrelated; for example, your FICA costs are directly related to your salary costs. Since you will be changing lots of entries while you are building your budget, a spreadsheet will save immense time by recalculating each time a change is made. For example, if FICA is 7.65% of salaries, you would set aside one area of the spreadsheet to add up full-time instructional salaries, but then automatically multiply that total by 7.65%, the amount you would enter as the FICA object under the instruction function. If a salary changes, the recalculation of FICA is automatic. You then take the totals from the detail budget(s) and transfer them to the main PDE budget spreadsheet. If you get sophisticated with spreadsheet development you can electronically link all of these items and recalculations will just ripple through each time a change is made. You might also ask the director of one of the larger programs in your region to share their spreadsheets with you.

It's important during this stage that the entries you make (and expenses you plan) be consistent with the guidelines for the budget you are submitting. There are some things you may not spend money on and in some cases limitations on how much you may spend in any area. So, it's critical to first read the guidelines for the specific budget you plan to submit and make sure the entries you make are in line with the "rules" that are in effect for that program.

Using a computer doesn't guarantee accuracy; final "proofreading" is always in order. There are a few questions you should always ask:

1. Are planned expenses within the "caps" set forth in the guidelines?
2. Do planned expenses use the "rates" set forth in the guidelines in their calculations?
3. Do the items within a major object area agree with the reported subtotal?
4. Does the sum of all the subtotals add up to the reported grand total?

"Don't take on too many projects without adequate resources—both people and dollars."

Marcia S. Anderson
Executive Director
Adult Literacy Lawrence County, New Castle

5. Does the sum of each function (all the columns) agree with the total?
6. Do the subtotals on your detail budget(s) agree with entries on your main budget?

When you think your budget is correct, have it checked one more time by someone who wasn't involved in developing it (you'll be amazed how often they will find simple errors). Then make sure the proper authorized personnel sign the form, make the appropriate number of copies (including copies for your business personnel), and send them on their way. Time spent assuring accuracy in both identifying services you intend to provide and the clerical process of submitting an accurate budget will be time well spent.✦

COLLABORATION AND COORDINATION OF ABLE SERVICES

BY JOANN WEINBERGER

Increased and improved services would be provided to adult learners as a result of better collaboration and coordination at the state and local level. This was a major conclusion drawn by leaders at the first Call to Action conference in May 1994 and reiterated at the second conference in October 1995. Planning for implementation of the federal block grants is also an important issue for state and local community planning.

At the state level, three groups are working to increase the coordination in the delivery of services: Pennsylvania 2000, the Pennsylvania State Coalition for Adult Literacy, and the Interagency Task Force on Education and Training.

Pennsylvania 2000 is a statewide coalition for education reform with joint leadership and support of business, education, and state government in a way that achieves the National Education Goals in order to ensure a world-class workforce and citizenry by the year 2000. The Pennsylvania 2000 Adult Literacy Task Force is committed to move aggressively toward the achievement of Goal 6: *By the year 2000 every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

Activities of the Task Force include:

- Annual publication of an *Inventory of State Funding for Adult Basic and Literacy Education Programs* so literacy service providers have a better understanding of federal and state resources available through the Commonwealth of Pennsylvania to support adult programs.
- *Gap Analysis and Guiding Principles for Change*, demonstrating the literacy needs of Pennsylvania's adults, summarizing current services and providing guiding principles for a systemic response that encompasses technology, family literacy, welfare reform for economic self-sufficiency, and workforce education.
- Statewide Call to Action leadership conferences and reports to inform Pennsylvanians of the important needs in the development and delivery of adult literacy services.
- Identification of the need for improved statewide coordination among the five departments and 16 funding streams for adult basic and literacy education and support for the Pennsylvania Adult Basic and Literacy Education Act, which would provide needed collaboration.

Co-sponsorship of Pennsylvania 2000 Adult Literacy Task Force activities has been provided by Mellon Bank and the Pennsylvania State Coalition for Adult Literacy.

The Pennsylvania State Coalition for Adult Literacy (PSCAL) has as its mission to foster leadership and form broad-based partnerships in support of high-quality adult literacy services throughout Pennsylvania. Its membership includes adult literacy providers, representatives of business and industry, educators, government, media, and professional associations. Major PSCAL activities include:

- Community-based literacy planning to provide comprehensive, quality educational services to adult learners by facilitating coordination and collaboration among community partnerships. These partnerships include multiple public agencies and private business and industry.
- Issues forums to address such important issues as workforce education and welfare reform. These meetings are open to all involved in partnerships developed to meet the needs of adult learners.
- Statewide literacy campaign to increase public awareness of the need for adult literacy and ways in which support can be provided to literacy programs.
- Coordination of literacy efforts with other organizations.
- Advisory group to Pennsylvania 2000 Adult Literacy Task Force.

The need for community planning to meet literacy needs was one of the challenges documented in the first Call to Action conference. Among the conference resolutions were: "The fragmented service delivery system for adult basic and literacy education results in duplication, gaps, and splintering of services to adult learners," and "Planning and coordination of service delivery systems at the local level are inadequate, contributing to fragmented services." Among the solutions posed were recommendations on the need for implementation of community planning with local incentives.

In December 1994, the PSCAL responded to the challenge by forming a Community Literacy Planning Committee. The goal of the Committee was to develop a strategic planning process to facilitate coordination and collaboration among all stakeholders in the provision of adult basic and literacy education. The purpose of the planning process is to implement effective adult services that are grounded in the needs of adult participants and are delivered within the context of the community in which the adult learner lives and works.

The PSCAL demonstrated its commitment to effective local community planning by funding three communities to field-test the strategic planning process developed through Building Communities for Learners, begin-

ning in October 1995. Working in conjunction with these demonstration sites, the Coalition will identify resources and support needed to implement effective community literacy planning. Based on the experiences and evaluation of the demonstration sites, the Coalition will adapt the planning process and involve additional communities.

The third major group confronting the challenge of coordination is state government's Interagency Task Force for Education and Training. Under the aegis of the Department of Labor and Industry, state government officials have created this group as part of an Interdepartmental Strategic Planning Process. Composed of members of the Departments of Aging, Commerce, Community Affairs, Education, Labor and Industry, and Welfare, this group is planning for the implementation of the block grants developed at the federal level. These block grants give the Governor increased authority.

Throughout all the different groups and efforts, the common theme is that the outcomes of collaboration will result in improved services through:

- Linkages among basic educational programs, post-secondary skills and trade programs, higher-education programs, and other employment and training opportunities to create a continuum of programs and services to meet the needs of every adult.
- Linkages among human-service and educational programs to meet the complex needs of adults and allow communities the ability to offer the support services necessary for enabling adults to continue working toward their goals.
- Linkages among education and business and industry to shape educational programs that integrate academic and experiential learning to meet the increasing demands of the workplace.
- Linkages among adult education and basic education programs to develop systems to serve children and families.

Characteristics of collaborations were summarized at the second Pennsylvania 2000 Call to Action Conference with the development of the following descriptions:

- Collaborations are multi-layered, with each layer acting independently and interdependently.
- Collaborations are dynamic and developmental, changing as the relationships grow.
- Collaborations are holistic, providing a broad overview of the questions and issues.
- Collaborations are time consuming, requiring the development of trust to create or adapt programs.
- Collaborations require resource sharing among members to devote to any new or different ventures.
- Collaborations require common definitions and objectives, with the group working for the benefit of the adult learners, not the benefit of individual programs or institutions.

PUBLICATIONS

Pennsylvania 2000 publications include:

- *Call to Action: Mobilizing for Adult Literacy*
- *Call to Action II: Planning for Adult Literacy*
- *Gap Analysis and Guiding Principles*
- *Inventory of State Funding for Adult Basic and Literacy Education Programs*

Pennsylvania State Coalition for Adult Literacy publications include:

- *A Forum on Welfare Reform and Literacy*
- *A Forum on Economic Development and Literacy*

Joint publication:

- *Building Communities for Learning*

For more information on the groups involved in policy development and planning statewide, and to secure copies of their respective publications, contact:

- Pennsylvania 2000, 200 North Third St., Ste. 1000, Harrisburg, PA 17101
- Pennsylvania Coalition for Adult Literacy, 502 Ellen Rd., Camp Hill, PA 17011
- Office of Policy and Planning, Department of Labor and Industry Harrisburg, PA✦

THE HOLISTIC ADULT EDUCATION PROGRAM

BY CAROL MOLEK

Adult basic education programs in Pennsylvania take many forms. They range from part-time, night GED classes to comprehensive, learning-center, holistic programs. The design the program administrator chooses is determined by a variety of factors: funding, personnel, community needs, and philosophy. The approaches extend from the most narrowly focused to the broadest. And while the narrowly focused GED preparation program is appropriate in some settings, the more broad-based, holistic approach will address more of the needs often exhibited by adult learners.

The holistic program needs to operate full time and have a facility where a program identity can be established. The ideal is a learning center where various services can be offered simultaneously at a site that adult learners come to view as nonthreatening and comfortable.

Staffing is most important in the holistic setting. Again, full-time employees are the ideal. If that is not possible, a mix of core full-time staff supported by part-time staff works well. The skills and background of staff need to be well balanced. The goal that holistic service will meet many needs of adult learners requires many skills of your staff. Working as a unified team is essential. Regular meetings and alternative forms of intercommunication are necessities. A preferable mix of personnel's fields of expertise might include: elementary, secondary, social work, psychology, business, and human development.

A HOLISTIC CURRICULUM

The curriculum content of a holistic program should respond to clients' needs. These needs often range from

the fundamental survival issues to basic academic needs and employment concerns. Therefore, three areas of concentration emerge: life skills, academics, and employment. With self-sufficiency and independence as the long-term goal, a firm foundation must be established. The first area of instruction then concentrates on issues such as housing, abuse, child care, parenting, transportation, money and home management, and organizational and communication skills. All these factors must be mastered to at least some degree in order for the client to proceed. Often the basic academic skills instruction can easily be integrated with life-skills instruction. While some academics will be directed toward achievement of a GED diploma or other entrance exams, much can be very practically oriented to everyday basic-skills issues. When entering the area of instruction towards employment the same holds true: content of basic skills should be based on vocational goals. Within the context of a holistic learning center some course titles in addition to math, English and reading might be: career exploration, occupational awareness, job search, personal development, consumer education, prevocational clerical skills, parenting, and family literacy. Many resources are available for any of these topics, both through commercial vendors and through the wealth of materials developed under 353 grants and housed at the State Literacy Resource Centers.

Each person entering the adult education program has different needs, and certainly their plans of participation should vary accordingly. Some students enter the program with a well-thought-out plan and self-knowledge about skills and abilities. Most often, though, this is not the case. Therefore, the intake procedure is essential for participant success and satisfaction. The initial intake meeting should be the first step after a client has participated in a general agency group orientation. The orientation explains what the agency can and cannot provide. It helps to eliminate initial fears and answers some basic questions. The intake appointment is an individual meeting and becomes very specific in planning a specific education design for the client. The client should be academically assessed as well as interviewed in all areas that will have an impact on instruction. For instance, questions concerning employment history, family and financial situation, legal issues, and other barriers are all important and may be asked in a nonthreatening, sensitive manner.

CASE MANAGEMENT

A key element of the holistic program is a case-management system of client service. Under this system, each client is assigned a case manager. This may be the person who completed the intake interview with the client or another staff person who better matches the client's particular situation. The case manager's role with the client becomes "follow-through" as well as "follow-up" after the client leaves. The case manager helps develop an initial plan with the client and helps the client measure progress toward the goals set in the plan. The case manager and client need to meet regularly to review the plan and make changes as needed.

An additional effective support of the case-management system is the establishment of case-management teams. These are teams of several case managers and supervisory staff that meet regularly to discuss individual cases and brainstorm solutions to various problems and situations. A client may meet with the team to work on planning or dealing with obstacles in meeting the plan.

Is there room in the current political and economic climate for the holistic adult education program? Since establishing and maintaining such a system depends on a varied funding base the answer is uncertain. Perhaps this approach will be adopted by more service providers as a way of addressing the needs that bar clients from seeking and attaining jobs in the most efficient manner. Perhaps this one-stop shopping approach to preparing clients for employment in the wake of welfare reform will prove to be a viable possibility. Historically this holistic approach has been successful in assisting our client population in making the next steps in their academic and vocational development.✦

COORDINATING FAMILY LITERACY EFFORTS

BY BARBARA WOLF GILL

Family literacy programs provide a comprehensive education program for the entire home. Adults learn the skills necessary to teach their children so that their children can succeed in school. To do this, most programs provide adult education classes for parents along with early childhood education for the children. In some cases, parenting education is also provided. Some programs combine the education services with social services.

A well-defined plan and coordination of all the educational services are necessary for the success of this type of literacy project. The adult education component must complement the early childhood and vice versa. This applies to any other services being provided. When the services are provided by one agency or funding source, the task is manageable. In these days of limited resources and funding cuts, though, one agency may simply not have the funds to provide all the classes. For this reason, collaboration in family literacy programs is becoming essential to the provision of simple education services as well as any multiple services.

An increasing number of service providers, both educational and social-service, are attempting to reduce duplication of services and are joining with various partner agencies to establish a well-developed plan for family literacy in their community. Collaborative programs vary according to the needs of the community. Thus many models for family literacy programs are available. The ways in which agencies collaborate to provide family lit-

eracy programs are also as varied as they are unique.

In Reading, family literacy is provided through an Even Start family literacy grant and adult education funds. The two main collaborators in this project are the Reading School District and Reading Area Community College (RACC). The Reading project follows the "Kenan Model," which was developed in Louisville, Kentucky, with funds from the Kenan Trust. In this model, adult education and parenting classes are provided for parents while their children are simultaneously receiving early childhood education in a nearby classroom. Parents then join with their children for a parent-child activity session.

The school district, which has experience in providing early childhood education through its Pre-Kindergarten and Head Start programs, employs the noncontracted (Even Start grant funds only), part-time early childhood teachers and aides. The Community College, the main provider of adult education in the city, employs the adult education teachers through its adult education state funding. Even Start funds provide the "glue" for the program by paying for joint planning time between the early childhood and adult components. Even Start also pays for the parenting and parent-child segment, as it is a requirement of the funding source. RACC employs the administrative staff in its Adult Education Department. The College bills the School District, the fiscal agent for the Even Start grant, for administrative costs.

Classroom space is provided in two city elementary schools, the Police Athletic League (PAL), and a local church. The sites are located in various neighborhoods around the city as an "in-kind service" for the classes. Families which attend the PAL site receive additional computer training provided by the PAL staff and are encouraged to become involved in all center activities. Families at the church site are involved in a summer program which provides activities in collaboration with the YMCA for siblings of the younger children.

Additional examples of collaboration involve transportation, training, and required home visitation. Even Start funds paid for the purchase of a 15-passenger van. The school district covers insurance for the van under its policy and bills the program for gas at its cost as in-kind services. Training for adult instructors is provided through the adult education funds, while early childhood teachers and aides receive training through the school district as in-kind and through Even Start funds. The state-funded Family Center at one of the elementary schools provides the home visitation for families at that site as an in-kind service.

"

Remain flexible and look upon change as an opportunity to upgrade and strengthen the ABLE delivery system.

✦

Margaret Welliver
Coordinator/Counselor/Instructor
State College Area School District Community Education,
State College

Collaboration does not occur without the expected amount of problem solving and strict attention to detail. The important factors are a joint commitment and goals and having the positive attitude and patience needed to solve the problems. After initial collaboration efforts have been established, the possibilities are endless and comprehensive educational services can be possible for all.✦

WORKFORCE EDUCATION: KEEPING UP WITH THE CHANGES

BY CHERYL HIESTER AND BETH CROSBY

If you are thinking about starting a workforce education program or would like to enhance one already in existence, you may be concerned about the future of workforce education. Change is everywhere. The businesses we serve are changing, as well as our funding sources. The need for skill enhancement in the workplace is as strong as ever. Many workforce education programs have focused on providing adult basic and literacy education at the worksite to people who are currently employed at that location. The focus of workforce education in the future may shift from educating current employees to educating future employees. With this in mind, adult educators should consider the following ideas when establishing or improving a workforce education program.

- ***Change with experience.***

We have been involved in workforce education at Lancaster-Lebanon Intermediate Unit 13 since 1990, during which time our approach has changed considerably. The best way to describe this change is that the program has evolved from conducting basic education classes in the workplace to tailoring adult education courses for each specific worksite. We learned that taking a traditional ABE/GED program to a business doesn't always meet the needs of the company or the employees. So, we did some homework. We attended workshops, read publications, talked with other workforce education providers, and met with company representatives. As a result, we conducted an informal analysis of our program and made some changes. First, we gradually moved from offering traditional ABE/GED classes in the workplace to teaching skills in the context of the learners' jobs. Second, we recognized the need to plan our program's direction. We needed to define our services based on our staff's expertise and our program's structure. And third, we learned that flexibility is the foundation of success in the workplace.

- ***Change with your customers.***

Workplace education providers must act like businesses in order to survive in the corporate arena—with one exception. Business and industry are customer-driven.

If the customer demands a product or a change in a product, successful companies respond by manufacturing it to the customer's specifications. Adult education providers cannot be completely customer-driven. What if a company wants to know how many employees are reading below a fifth-grade level? What if a company wants to test all employees in math with the intent of using the scores to exclude workers from advancement? Involvement in this type of service contradicts our mission because the employer is not the only customer. Our other customer is the employee who participates in our classes. Therefore, we must balance the needs of these two groups. At times, this is difficult because of conflicting needs. In order to provide balance and best serve your customers, you must have a clear idea about what your program is willing to do and not willing to do. Only then will you be able to listen to the management and the employees, evaluate how you can best serve each of them, and respond appropriately. As the demands placed on businesses change, the demands placed on adult educators will change. Be willing to listen to your customers even when their needs might appear unconventional.

- ***Change in the adult education climate.***

Current trends in the field of adult education are driving the way adult educators do business. The funding structure is shifting dramatically since the primary source, federal money, is in transition. Because businesses may obtain control of adult education dollars, adult educators need to be acting in an entrepreneurial spirit in order to continue offering programs while securing other funding sources. In today's adult education climate, the priority is to get people off welfare and working, not to upgrade the skills of people already working. Thus, workforce educators must stay current in the field. It is fair to say that adult educators in the workplace will increasingly have to march to the beat of business and industry.✦

SETTING UP AN EDUCATION PROGRAM IN A HOMELESS SHELTER

BY LAUREN K. GIGUERE

Federal funds earmarked for homeless education programs have ended for the time being, but homeless shelters remain well-suited venues for the delivery of adult education services.

Education programs in homeless shelters can be designed in many different ways. Some factors that help determine the design may include: the length of residence at the shelter, the mandate or nonmandate of attendance, the availability of daycare, and the need to offer GED prep, ESL, life skills and/or family literacy. Flexibility and adaptability are essential elements while working in the shelter.

> “Design programs which will ultimately link participants to other training opportunities.”
>
> ✦
>
> Dan Merk
> Program Director, Adult Training/Education Programs
> STEP, Inc., Williamsport

When setting up an education program at a shelter, it is important to remember that all of the residents are currently experiencing at least one major crisis in their lives. This crisis and its resolution will often overshadow their ability to concentrate on all other life goals, plans, and activities that the shelter may want them to attend. Trying to instruct individuals who are living in shelters may be difficult because the families are often overwhelmed with daily living challenges and may be reacting to or focused on managing their life crises.

Reading, writing, and mathematics can all be applied as tools to resolve life problems. Make sure the information you are teaching is relevant and explain to the students how it can be utilized in daily living. Develop ways in which academics can be used to develop personal responsibility.

Listening and emotional support are vital elements in the empowerment of students. Using active listening, teachers can suggest writing activities in which the student can express feelings or explain their point of view to others with whom they are concerned. Outlining topics, researching facts, and writing letters is a healthy way to work through and gain control over emotional responses to upsetting situations.

Classroom time can be an enjoyable and relaxing experience. Try to have a comfortable room set aside, preferably one that the students do not use otherwise. Avoid classroom interruptions if possible. Provide all materials and supplies. If children must be present, a family literacy approach to learning is probably indicated. Reinforce whatever strengths and positives you are able to observe, constantly and continuously.

Checklists specifying observable learning and behavioral outcomes are helpful assessment tools. Make sure that the staff does not feel isolated or overwhelmed. An administrative visit to the classroom might include some hands-on involvement instead of strictly observation. It is recommended that regular communication take place with the shelter staff to discuss any concerns and positive feedback about how the program is going. Regular communication will also help the teachers keep updated on specific problems that they need to be aware of and whether new students have arrived and how those who have left are now situated.

Programs in homeless shelters can be one of the most rewarding areas in adult basic education. Keeping flexibility and adaptability in mind, finding caring and qualified staff, and constantly working toward small and achievable goals are critical to the program's success.✦

ESTABLISHING A PLACE TO LEARN IN PUBLIC HOUSING

BY LUCILLE A. ALOISI

Components of planning a Gateway (public housing) program are similar to those of other literacy programs, but the issues related to these components may differ. This is explained below:

Mission/Goals: What is the fundamental mission: to upgrade literacy skills or to raise self-esteem and develop self-sufficiency?

Funding: How vital is continuous funding for program success? Should several funding sources be secured to guarantee year-round operation?

Administration: Should the public housing authority administer the program, subcontract it to a literacy provider, or should it be a cooperative venture?

Outreach/Targeting/Recruitment: Should participation be restricted to housing residents? In comparison to traditional recruiting methods, how effective is door-to-door canvassing? What agency linkages are best for outreach purposes?

Enrollment/Retention: Are enrollment and retention more successful if Gateway is linked to family literacy, Head Start, or other activities scheduled simultaneously on-site? Is open entry/open exit the best approach?

Scheduling/Location: Should classes be scheduled on-site to eliminate a transportation barrier or off-site to remove the participant from a negative, unmotivated community environment? Would morning, afternoon, or evening classes be better attended?

Staffing: Should instructors be state-certified, degreed in adult education, volunteers, or a combination of these categories? Should mentors, counselors, and/or case managers be included in the staffing component?

Support Services: What support services are necessary to achieve participant attendance? What staff member should be responsible for participant referral to support services?

Equipment/Supplies: Is funding sufficient for basic equipment/supplies? Should computers be included as a teaching tool?

Curriculum: Should the course be self-paced, traditionally structured, or a combination of both? Should the material be job/career related and have practical application?

Participant Assessment/Program Evaluation: What participant assessment tools are appropriate? Should assessment be restricted to assessment be restricted to academics or include self-esteem and/or career-interest inventories? What type of evaluation is appropriate?

The answers to these and other questions must be addressed prior to establishing a place to learn in public housing.

During program year 1995-96, ten Gateway Programs were funded by the Pennsylvania Department of Education. Twenty percent of the programs were administered by Housing Authorities; ten percent viewed administration as a cooperative venture, and 70 percent were "pass-through" agencies that subcontracted the program to literacy providers but supplied on-site classroom space along with additional nonfinancial support.

The major concerns expressed by program directors were 1) recruitment/retention and 2) funding levels. Door-to-door recruitment was considered unique to Gateway, as was living in a community environment that breeds apathy and complacency. One consensus that clearly surfaced was that individuals' long-range career and self-sufficiency goals are essential to participant motivation and program success.✦

PROVIDING ADULT EDUCATION IN AN INSTITUTIONAL SETTING

BY MARY KAY PETERSON

The term *institutional setting* brings to mind a dark and dismal place. Institutions as "snake-pits" are, thankfully, a thing of the past. Today, most facilities that serve people with disabilities are making every effort to move people into the community. Our mission is to include all people into all of society. As such, we as administrators have to ensure that the community is willing to accept our students into the mainstream.

Community inclusion, as a goal for many agencies serving special-needs individuals, asks more *community* programs to serve a difficult and, for some, unknown population. This is an especially critical issue for literacy councils and volunteer-oriented programs. How do you talk a volunteer tutor into taking on a developmentally disabled or mentally ill student? As funding becomes increasingly scarce, both within adult education and for services to people with disabilities, community programs are seeing more MH/MR adult students. The ADA (Americans with Disabilities Act) requires programs to make accommodations for special-needs students.

The best way is to provide education, support, and resources to tutors and teachers which will enable them to feel comfortable and confident working with special-needs students. Tutors and teachers need to know that folks with a disability are no different than any other student seeking to improve their skills. Learners with difficulties consistently are more enthusiastic and eager. Once a tutor understands the special circumstances of differences, a tutor becomes more than just a volunteer but is a role-model, friend, and valued teacher.

Teachers and tutors should be able to rely on the expertise of staff from the student's agency for information on the disability as well as guidance in developing an IEP that will assist the student in preparing for either community living or competitive employment. The instructor will learn what are effective techniques and strategies and the attention span of the student. The instructor should be prepared with two or three lessons for each hour spent but the lessons should be kept simple and repetitive. English as a Second Language (ESL) materials are quite effective due to the clear wording, pictures, and community-oriented curriculum. An eye towards lifestyle-appropriate materials—for example, about work and recreation, not adult issues such as divorce or spousal abuse—would be relevant to the institutionalized student's life and help ensure that student and tutor do not feel uncomfortable. As with any student, the individual and his or her interests should be the guiding factors.

Providing adult education in an institution is not as difficult as it may seem. It takes patience; it takes an understanding of the learning differences. Mostly it takes the belief that our special-needs folks can learn, progress, and become valuable members of our community. If you believe, we can be truly an *inclusive community*.✦

ABLE IN STATE CORRECTIONAL INSTITUTIONS

BY GEOFFREY LUCAS

The Pennsylvania Department of Education and the Bureau of Correction Education provide comprehensive education programming in each of the 25 state correctional institutions. Overcrowding, dwindling space, limited instructional dollars, and stringent parole policy changes are but a few of the system-wide challenges affecting today's state institutions. While new-prison building is up, treatment appropriations are down from five cents to one cent on the dollar. Doing more with less is the watch phrase in SCI (State Correctional Institution) education planning.

Additionally, prison administrators are facing younger, tougher inmate dropouts whose drug-oriented lifestyles reveal a lack of legitimate job and social skills. Concomitantly, prison educators are seeing a rise in special-needs problems, requiring a greater emphasis on Special Education intervention. In an attempt to keep pace with these changes and adequately plan for the future, PDE's Bureau of Correction Education (BCE) had all the SCIs evaluate and upgrade their curricula and planned courses; this process is ongoing.

All incoming inmate students are assessed and outfitted with an individualized treatment plan. Follow-up placement can occur in both academic and vocational programs. Academic coursework is available in ABE, ESL, special education, GED, and literacy. GED testing is available as well as limited postsecondary programs. Vocational offerings are diverse, up-to-date, and competency-based. They reflect BCE's commitment and mission statement: "to provide educational opportunities which will enable students to become responsible and productive." Apprenticeship strands allow for "real work" training and licensing.

Most prisons utilize community-based literacy programs, training capable inmates to be peer tutors; this is cost-effective. Organized on-the-block tutoring and well-stocked block mini-libraries enable prison schools to further diversify services. Distance learning programs help, too, but require active monitoring. Computerized career and workplace education programs have been developed with assistance from the State Library system. Many institutions form partnerships with colleges and universities that yield practicum students, interns, and useful volunteers. Organizations like local libraries, literacy councils, and Tutors of Literacy in the Commonwealth (TLC) and programs such as National Issues Forums and parenting can contribute a lot.

Prison administrators need to network statewide and nationally. Plugging into online special-interest groups, using regional monies to do research, actively pursuing grants, and networking locally to form prison interdepartmental alliances are but a few activities that can address today's diverse needs.✦

ABLE IN COUNTY JAILS

BY JAMES M. STARK AND KIMBERLY HAWK

County prisons can be very frightening places to work and teach because of security, small classrooms, and alleged offenses committed by students. Yet, prison programs are very needed and can be rewarding for inmates, prison staff, and instructors.

Essential to success are the maintaining of good relations between instructors and prison staff and the flexibility of the instructor. The instructor must be a good communicator who is not fearful but rather sensitive and cautious to the environment and students. Issues of security, procedural and schedule changes, and facility limitations are daily challenges.

Rigid prison schedules restrict instructional time and require well-planned Individualized Education Plans (IEPs). IEPs developed in conjunction with each student allow them some control over their education, usually the only part of their lives over which they can exercise some control.

Security touches every aspect of a prison program. Recruitment and pre-testing are performed cell to cell by the instructor accompanied by a guard. Unless the GED test is given on-site, students need to be transported to community sites, guarded, and secured, often disturbing other test takers.

Inmates must request education; thus, interesting group activities, special projects, and guest speakers keep

students motivated to return.

Most county prison stays are short-term, usually ranging from 30-day sentences to less than one year while in the court system. This presents problems which require teamwork by prison staff, instructors, and students. When an inmate is transferred to another facility, the instructor will contact that prison education program to help the student's transition. When inmates are released locally, the instructor links the student to community adult education programs and other social services to promote education, employability, and social stability. The instructor should follow up on all students within 30 days to advocate and assess progress.

Despite many challenges, prison education is sorely needed, as it may be the primary rehabilitating influence in a county institution. Education can help inmates turn their lives around by enhancing life skills, securing a GED, and setting goals. Many inmates have families with children. Education can benefit the entire family and intervene in a generational cycle of illiteracy and poverty.

Prison education can improve prison staff perceptions of inmates. Graduation ceremonies and other special activities involving students, prison staff, and guests can build self-esteem, improve guard-inmate relations, and serve as a recruiting tool for other inmates.✦

PUBLIC LIBRARIES: HUBS FOR COMMUNITY LEARNING

BY ANNETTE McALISTER

Governor Tom Ridge has noted that "Pennsylvania's public libraries have a special place in our communities—they are the heart of life-long learning, economic prosperity and an informed citizenry." Governor Ridge believes public libraries help us become well-informed, productive citizens engaged in life-long learning. A recent Gallup Poll showed that Americans want public libraries to serve, first and foremost, as support centers for education. In addition, strong public libraries support the information needs of local businesses and provide dislocated workers with access to job and career information. Increasingly, Pennsylvania's public libraries also are serving as access points to electronic, on-line information.

Benjamin Franklin established the first public library in the state expressly to provide educational resources for the poor. Pennsylvania's 446 public libraries continue to

Developing Board Support for Community-Based Programs

BY DON BLOCK

A director of a literacy program in Pennsylvania once approached me with the following problem. The board of directors of his agency had pledged to raise $50,000 in private donations during the fiscal year to support the program. Now the end of the year was a few weeks away, and panic was setting in for the director. The board members had raised less than $5,000 (10 percent) of their $50,000 goal. Barring some last-minute miracle, they would not reach the goal, and the director would have to make some painful cuts in the program's operations.

This story gets to the heart of the board-staff relationship, a relationship which is crucial to the success of nonprofit organizations that conduct literacy and ABE programs. It is a delicate relationship which needs to be nurtured every single day by the program administrator. It's important to remember that the administrator is employed by the board but also that the success of the board is impossible without the constant support of the administrator.

In the case cited above, the administrator seemed to take the attitude that the board would raise the $50,000 by itself. He assumed that the board members possessed an unlimited amount of initiative, expertise, and time to carry out the project. He assumed that his role as the director was to wait for instructions from the board. Late in the year he realized that these were not fair assumptions, but by that time it was too late to solve the problem. Unfortunately, they didn't reach the fund-raising goal.

I have listened to some administrators speak in terms of "we" (i.e. staff) and "they" (board members). This is disturbing because it implies that the two groups are in an adversarial relationship. The first step toward a healthy board-staff relationship is to speak of the entire organization, board and staff together, as "we." Teamwork between the two groups is essential, and this teamwork starts with the administrator.

The working relationship between the board's chairperson and the administrator sets the tone for the working relationships in the rest of the agency. These two individuals don't have to be close personal friends, but they need to have a close working relationship characterized by open communication and respect.

In many literacy programs the director spends a significant portion of his or her time staffing the various board committees and keeping board members informed enough to make sound policy decisions. This is exactly as it should be. Managers who are not prepared for this part of the job or who find it unrewarding will not have as much success as others who enjoy the board-staff interaction.✦

provide resources, programs, and staff to address the informational and educational needs of residents of all ages. With limited funds they seek to build strong collections of print materials at all reading levels and to serve a multicultural population, purchase resources in non-print formats, work with parents and children to further family literacy, and in some communities offer adult literacy tutorial programs.

Pennsylvania's public libraries have a long history of being community literacy collaborators. Collaborative efforts range from the traditional provision of library materials to sponsorship of an instructional program. Most activities fall into three categories:

- *Provision of literacy materials*. Public libraries provide teachers and students with adult new reader materials, make microcomputers and software accessible within the library for use by adult new readers and tutors, compile bibliographies of adult new reader materials, and provide a research collection of literacy-related publications.
- *Literacy instruction*. Librarians participate in tutor training sessions and adult basic education professional development sessions to present information about library resources and services, recruit students and tutors for literacy and adult basic education (ABE) programs, and conduct cooperative projects with family literacy programs, including introducing parents and caregivers to reading activities.
- *Literacy support services*. Public libraries provide space for tutoring and class sessions and for staff development programs. Staff compile and publicize information about literacy and ABE programs, disseminate information about literacy needs within the community, provide a central literacy telephone number, make potential student referrals to literacy providers, plan and offer library tours for student/tutor pairs and classes, maintain an information and referral file of social service agencies, participate in literacy coalitions, and cooperatively plan proposals to seek grant funds.✦

DISTANCE LEARNING OPPORTUNITIES

BY DOROTHY L. HAJDU

Shortly before the 1996 Summer Olympic Games began, Atlantans were asked how they would handle all of the traffic from the Olympic crowds. Katie Couric asked, "How will you ever get to work on time?" The answer: "We will work from home. Companies have set up lines to access our networks and information. We won't have to travel."

Around the same time, program directors in Western Pennsylvania asked how they could get firsthand information from Harrisburg about Governor Ridge's new "Link to Learn" appropriation. The answer: "We will do an interactive video conference from the Department of Education to Shelocta, Pa."

In New York City, doctors were asking how they can effectively check the status of patients in three remote sister hospitals. The answer: "Grand rounds are being conducted via realtime audiographic conferencing."

And, last year Pennsylvania educators asked how they could get needed staff development and training when their travel budgets were "reduced to the size of bus tokens." The answer for many was hundreds of hours of satellite teleconferences, dealing with literacy issues, women in the workplace, training strategies, health programs, violence prevention, and much more. Many of these programs were free or offered at modest costs.

"Distance learning" is no longer an education expression. It is a way of life. Corporate America is using it to conduct meetings, train staff, and transact business. The medical profession is using it to diagnose and prescribe treatment for patients. The United States government is developing new legislation for telephone, cable, and wireless telecommunications companies.

Whether we call it a "way of life" or just another learning tool, communication across distances is essential if we are to succeed in today's high-tech society. Where we live or study no longer makes a difference. Most any type of information is available with the flip of a switch or keystroke.

Distance learning tools come in many sizes, shapes, and prices. Their complexity varies. Their applications are growing. The technology is improving and changing at a constant pace. Is it any wonder that we are confused, or even blinded, by the glitter of all this new space-age technology? Its exponential growth produces reams of printed information and a constant barrage of media specials, and offers of the biggest and best deals are presented to today's educators. Even the most technical-minded person may be overwhelmed by this constantly changing field.

The information superhighway may take students and teachers anywhere in the world, but it is not a toll-free ride. Selecting the proper equipment, delivery system, and implementation process imposes a substantial cost in time and dollars.

Pennsylvania Department of Education staff respond daily to technology questions from the field. The unique nature of distance-learning technology is such that a verbal or written explanation may be confusing. It is when we are able to see and touch and use a system that the explanation becomes meaningful.

With this in mind, the Department of Education has established a distance learning demonstration center. Educators can come here to use, contrast, and discuss the pros and cons of various applications in a nonthreatening, unbiased atmosphere. Department staff is available for demonstrations. Reference materials are available for configuration and pricing information. Hands-on opportunities are present for compressed video applications, Internet connections, and satellite downlinks.

The Distance Learning Demonstration Center is located at 333 Market Street in Harrisburg. We invite you to stop in, or give us a call. We will be happy to show you some of these new and exciting technologies. But what is even more important, we may have some cost-effective suggestions as you plan ways to access telecommunication programs for your clients and administration.✦

THE LOGISTICS OF A MULTIPLE-SITE PROGRAM

BY JOHN M. CORSE, JR.

Many adult education programs operate at several satellite sites under one administrative umbrella. The successful manager of a multiple-site program must be a logistics tactician, demographic expert, negotiator, personnel manager, building inspector, utilities evaluator, salesperson, and lease writer. Innovation, flexibility, and attention to detail are essential if one is to be effective in creating and managing adult education classes at several locations within a defined area.

A large, concentrated population may warrant having a center which would offer ABE, GED, ESL, family literacy, counseling, and other services in a single location. More rural areas will probably be better served by offering single classes at a variety of locations. Creating a center with satellite classes has, for many programs, proven to be a successful combination. Further, the growth of workplace education has introduced yet another variable into the planning of adult education administrators.

Funding limitations necessitate careful targeting of populations to be served. In other words, the administrator must always find ways to serve the most people at the least cost. To accomplish this goal in a multiple-site program, the following planning checklist may be helpful:

- Determine the size of the target population. Will there be enough interested people to start and maintain a class, several classes, or perhaps a center?
- Examine the distance between class locations. Does the geographic spacing make sense?
- Determine whether the target population is willing and/or able to attend class at any particular site. Is public transportation available? Is the area safe? Is the building in compliance with ADA (Americans with Disabilities Act) regulations? Should day and/or evening classes be offered?
- Evaluate physical characteristics of the building. Are rest rooms adequate? Is interior and exterior lighting acceptable? Can students park reasonably close to the site? Are classrooms the proper size? Are they well-lit and conducive to study? Can student traffic flow be predicted and controlled within the building?
- Attend to other details. Will you have access to tables, chairs, chalkboards, storage space? Will you need a telephone? Are there any zoning problems? Is air conditioning possible? Is space available on the first floor?

Not every site is ideal, but every effort should be made to provide students with optimal conditions for study. Many programs have had success in using churches and community centers for day and evening classes. Public schools are often willing to provide space for evening classes. Reasons for exploring such relatively well-known sites include:

- high visibility.
- familiar locations.
- appropriate room and hall layout (especially schools).
- willingness to provide space.
- source of local "in-kind" contribution.
- often rent/utility-free.

THE MOST FROM A LEASE

A major factor in obtaining space may be the negotiation of a lease agreement. If so, consider these points:

- Work at developing a rapport with the landlord.
- Appeal to the landlord's civic spirit.
- Explain adult education funding limitations.
- Mention that your program's publicity will enhance the reputation of the landlord within the community.
- Note the possibility of tax incentives.
- Include an escape clause, since funding is not guaranteed.
- Lease for one year with a renewal option. Perhaps the need for classes at that site will diminish, or you may find a better site in the meantime.
- Determine who will pay for utilities, snow removal, maintenance, maintenance supplies, repairs, and janitorial service.
- Look into liability and other insurance issues.
- Discuss subletting and joint-leasing if appropriate.

A FEW OTHER MATTERS

There are other considerations in managing multiple sites: teacher travel distance, matching of teachers who possess specific skills to appropriate classes, providing adequate and appropriate texts and supplies to each site, using one teacher in multiple sites, and the associated coordination and timing involved in these processes. At times, especially in a workplace literacy program, a teacher will be needed on short notice. This and other difficulties can be minimized by maintaining a staff of instructors with flexible work hours who can be called upon to accept the challenges of varying class sites and times.

Finally, it is important to remember that change is inherent in adult education programs. One must constantly evaluate all aspects of a program and make adjustments as needed. Target population changes, fluctuations in funding, alternate classroom site availability, and other factors will have direct impact on the viability of any particular adult education program.✦

66 99

We need to collaborate with one another in grant writing and funding.
We also need to make our facilities available to one another.

✦

Joe Beech
Director of Educational Programs,
Genesis II, Philadelphia

LONG-RANGE PLANNING (AND SURVIVAL) IN A CHANGING ENVIRONMENT

BY DON BLOCK

Did you know that many funding sources will make grants only to organizations which have completed a long-range plan? The Pennsylvania Department of Education, as well as private foundations and corporations, are putting greater emphasis on the importance of strategic or long-range planning for their grantees.

A written plan assures the funders that your organization is here to stay and that you have a clear direction for the next three to five years. The plan gives them confidence that you have ways to withstand adversity and change, such as cutbacks in government grants. It also convinces them that your program responds to a documented need in the community. In other words, the plan is key to your program's survival in the coming years.

Some agencies never produce a long-range plan because it seems too hard to do. You may have heard of planning processes which took years or which involved endless meetings, and you just don't have that amount of time to spend. However, my experience shows that a long-range plan can be developed in a few short months and can be a healthy, even enjoyable, process for your organization. The plan, if carefully put together, will have the added benefit of improving the way you run your program.

Here are five steps in the preparation of a long-range plan for your program:

1. Self-examination

Collect opinions from those inside your organization about the strengths and weaknesses of your program. Ask questions about which services should be expanded and which (if any) should be phased out. Ask if the mission statement is accurate and up-to-date or if it needs to be revised.

This sort of self-examination can be carried out through a written questionnaire or through meetings. In either case, be sure to include the entire board of directors, the entire professional staff, a sample of volunteers, and a sample of students.

2. Environmental assessment

In the second phase, collect various types of data that set the context for your work in adult basic education. First, use recent census data or other studies (e.g., the State Adult Literacy Survey) to document the need for your services. Then, project future trends. Will the demand for your services increase or decrease?

Also, in this step, discuss the availability of literacy/ABE services. List all the other agencies which provide similar programs in your service area and estimate the number of students they serve (data on this is available from PDE). Discuss candidly whether there is duplication or overlapping of services, or how the target groups of the various programs differ. Finally, project the future trends affecting the availability of services in your area (state and federal policies, local conditions, etc.).

Now you have looked at the demand for adult basic education and you have looked at the supply of services. How well do the two sides match up? Is there still much unmet demand? If so, it would be easy to justify a growth in your program, as long as resources are available to fuel that growth.

3. Planning scenarios

Draft a small number of planning scenarios. Each planning scenario would include something like the following: Three years from now ABC Literacy Program will serve ___ (put a number in the blank) students per year. It will have ___ teachers and tutors providing instruction. In order to reach these targets, it will target special outreach efforts to ___ and will open a new class site at ___ (or, if cutbacks are necessary, close a class site at ___). A budget of $___ will be required to carry out these activities. The student success rate in this period will be ___, as measured by ___

You may wish to bring to your Planning Committee a set of these planning scenarios. They give your planning process a level of detail and realism that it has not had before. They make the planners see that every planning decision has consequences. A scenario requiring growth usually means finding new resources, unless you can be more efficient with your existing resources.

4. Selecting the best scenario

Here's where an excellent judgment call needs to be made. After comparing the planning scenarios with the information in the environmental assessment and the self-examination, choose the most appropriate scenario for your organization. You need to balance your strong desire to reduce illiteracy with the resources available and the trends in our field of work. Past performance of your agency should help a good deal in making this selection.

Many board members, wanting their programs to reach as many students as possible, will pick the most ambitious scenario available. Staff, on the other hand, may think that rapid growth means heavier workloads. So the makeup of your Planning Committee may have a lot to do with which scenario is chosen. Try to get the committee to focus on the needs of the entire agency and not one constituency within it.

5. Goals and objectives

Now you're ready to draft specific goals, objectives, and action steps. Your plan should include the dates by which certain tasks will be accomplished and the names of the parties responsible for accomplishing them. It's great to add a word about how progress on the plan will be monitored.

You now have a plan which is easy to put into action and which every board and staff member should understand well.✦

3

DEVELOPING AN EFFECTIVE STAFF

BUILDING YOUR HOUSE: LEADERSHIP IN HIRING, SUPERVISING, AND REWARDING YOUR INSTRUCTIONAL TEAM

BY JUDITH A. RANCE-RONEY

Quality materials and good blueprints alone do not build a house. It is the motivated construction team, working in unison under the careful guidance of the construction boss, that sets the foundation and builds your house where there once was air. So too is the building of a good adult basic and literacy education program.

Thus, as program administrator, your key function must be the construction of an Instructional Team that works together effectively, buys into learner-centered goals, and has the requisite skills to guarantee student learning. But the reality we face as administrators is a field which pays instructors poorly relative to other fields, offers poor opportunity for advancement, consists of few professionally trained adult educators, and is often used by teachers as a way-station for full-time careers in the public schools. Ours is an uphill challenge in recruiting, training, and maintaining a quality instructional staff.

Studies of organizations such as your ABLE program have revealed that monetary reward is just one factor in the maintenance of a quality staff; in fact, other psychological "rewards" such as position status, an atmosphere of loyalty and mutual trust, and the approval of the supervisor are equally weighted when staff members choose to remain with or leave an organization (Deluga, 1994). Once your staff is established, you must create the team spirit or "ethos" which will support staff retention.

According to Larson and LaFasto (1989), eight characteristics are hallmark to an effective team effort: 1) a clear and elevating goal, 2) an outcomes-centered structure, 3) competent team members, 4) commitment of the team members to the goal, 5) a spirit of collaboration within the organization, 6) standards of excellence, 7) support and recognition from those in authority, and 8) principled and effective leadership.

The quality of the ABLE leader is perhaps the most important in moving the organization through the steps of construction described below. A leader must:

Step 1: Establish the work climate. Organ (1988) coined the term *organizational citizenship behavior* to describe the aggregate behavior of team members that is discretionary, not defined by job descriptions or work hours, but which promotes the effective functioning and striving towards excellence so necessary in meeting the difficult standards of ABLE program quality. In plain terms, it is the team which attacks the problem of GED student retention or a small committee which works late into the night to write one more grant—even though the task is not in a job description! It is the synergy which flows from a sense of mission, a trust of the ABLE leader, and the commitment to standards of excellence. Team synergy not only builds a solid house, but creates a climate likely to attract and retain good team members.

Step 2: Envision the dream house. As any good architect knows, form follows function. Defining your function through careful setting of objectives and goal planning is an essential step in the formation of your program and establishment of the team.

You as leader must ask: What is the central mission of this program? Where do we fit in the needs of the community around us? What is it that we do best and what is best left to others? What tenets of adult education do we value in this program? Answering these questions early in the process will help you define the size and shape of the program and the composition of the team, and will drive the standards for program evaluation.

Indeed, perhaps the key decisions for the leader are measures of student outcomes and performance standards for members of the Instructional Team. Benchmarking both expert teacher performance and expectations for student performance provide the vision of the completed home and incentive to keep building.

Step 3: Draw the blueprint. Quality of leadership depends on your ability to take the program towards its mission—a program blueprint which goes beyond the angles of timber and brick.

As you look at your program's current and future structure, you realize that most ABLE programs are multifaceted: composed of new readers and GED candidates, with con-

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tent from math to reading to workforce education, and coping with increasingly more complex student issues. Your leadership must be well-informed in all areas since the initial challenge of organizing the diverse team will fall on your shoulders, but the development of specialties within your staff has become increasingly important as we all compete for grants in highly specialized areas.

Thus, before you begin the hiring process, write "job description" on one side of a piece of paper and "job role" on the other. In the job description column, write the strictly defined responsibilities that this individual will assume: number of hours per week, site, level, funding source, etc. On the opposite side of the page under job roles, write the role this individual will play in support of your entire program, now and in the future. In other words, this teacher will have or will develop expertise in ESL, family literacy, workforce education, etc.

Balance that, too, with team members who are flexible and willing to learn and develop expertise in new areas of literacy, since the future of organizations depends not just on the ability to respond to current circumstances but to meet the challenges of our changing future.

Step 4: Hire the contractors. It is expected that employers will look for examples of competence, reliability, and experience in hiring the staff members to erect the walls of the program. Yet, recent studies of businesses and nonprofit organizations have found, surprisingly, that if an employer "likes" or "bonds" with an interviewee, that candidate is likely to be hired regardless of the level of skills the candidate brings to the interview. Buck the trend and hire smart. Begin the interview process with a thorough, realistic description of the position: number of hours, instructional setting, salary and benefits, professional development opportunities, paperwork/record-keeping requirements, and expectations specific to your program. Expect continuing study in a specialty area.

To satisfy the job description, find teachers who are: 1) flexible in unusual instructional settings; 2) sensitive to the needs, goals, and feelings of adults; 3) knowledgeable about ABE/GED texts and materials; 4) aware of the learners' community and culture; 5) a motivating influence on adult learners; 6) experienced in methods used to instruct adults, and 7) continuing learners themselves.

Consider using the "What if...?" job-interview model. Present each candidate with a series of typical real-life situations which demand both a knowledge of the field and the ability to communicate and make decisions. For example, you might ask the teacher candidate: "What would you do if the whole class forgot their GED books and you had three evening hours of class ahead of you?" A good candidate might answer that the syllabus for the night would be changed to working on essay writing since this doesn't require textbook-based instruction. A weak candidate might say that he/she would just shoot the breeze for the three hours or, worse yet, send the class home early.

Any candidate you hire must also be willing and able to learn on the job. Simply asking the question, "What learning opportunities have you participated in during the last six months?" will provide a gauge of interest in continuing growth and development.

Step 5: Supervise the crew. Can you imagine a homebuilder handing the plans over to the contractor and then returning to the site six months later? Of course not. Supervision and evaluation is a multifaceted administrative task that should be ongoing, hands-on, and from multiple perspectives.

It is essential for ABLE administrators to formulate two types of supervisory plans: formative and summative. Formative supervision should begin on the day of hiring; it is daily and its purpose is to improve instruction at that moment as well as in the future. It is like looking at the color of the paint sitting in the bucket. If you don't like the color, make a change now, not after the walls are doused in an obnoxious pink.

Conversely, the time will come when we will stand back from our house and evaluate the overall execution of the plans. Is our house an efficient and comfortable living space? This is the summative evaluation for the year, the results of which will help build your next year's home.

Step 6: Evaluate the team's work. You are likely to evaluate your house's quality based not only on your own judgments and feelings, but on the judgments of others who will live in the home. Too, final assessment will be based on how many student goals were met and what progress towards quality standards occurred. Subjective judgments, as well as quantitative measures, are likely to form your assessment of quality.

Multiple perspectives are essential in the good assessment plan. Quality can be based on five primary information sources:

- *Supervisor observation:* There is no substitute for just being there. When observing a member of your team watch for evidence of planning, effective communication, student motivation and participation, academic focus, record-keeping, effective teaching strategies, and the general tenor of the classroom.
- *Peer observation:* Research shows that teachers best learn new skills and techniques by modeling other teachers. Research also suggests that assessment does not need to be formal to be effective. By providing time, arranging opportunities, and providing compensation for peer visits, improvement will be fostered both in the observing teacher and the teacher under observation.
- *Self-evaluation:* Malcolm Knowles often states that adults invest more energy in learning when given the responsibility for their own improvement. But, often it is not sufficient just to ask an instructor to improve—you must provide clear standards for all instructors to meet. Meet with each team member at least twice a year to assist him or her in setting personal goals for learning and teaching improvement. Ask the teacher to write a twice-yearly report on progress towards the individual learning goals.
- *Student evaluation:* If we view students as part of the learning community, then it is essential to ask them to assess the instruction and suggest ways for the instructor to improve the class. Research shows that when we teach adult students in the way they want to learn, they stay. If an instructor uses an instructional style that contrasts with

student wishes, they leave. It's that simple.

• *Learning outcomes*: Assessment of student learning and rates of retention are two places where the rubber meets the road when evaluating the individual teacher.

Whether you assess teacher effectiveness through improvement on standardized tests, through portfolio assessment, through GED attainment, from attendance records, or by rates at which students achieve personal (definite) goals, you are corroborating subjective judgments with quantitative data.

Step 7: The final step. Create opportunities for your teams to cross-fertilize in areas of expertise, to create an atmosphere of shared standards and goals, and to "read off the same blueprint" in the building of your ABLE house. Finally, break out the champagne when the house is finished—celebrate with all who have joined in the building of a quality ABLE program and who have given so much to the team.

FOR MORE INFORMATION:

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RECRUITING, TRAINING, AND MANAGING VOLUNTEER STAFF

BY PATRICIA REITZ GAUL

In Pennsylvania, as in every state, the use of volunteers significantly extends the reach of adult basic and literacy education (ABLE) programs. The needs of the adult learners are diverse and the systems that serve them must be equally diverse. The literacy problems facing ABLE practitioners are daunting and they will not be solved by volunteers alone. Nor will they be solved without them.

Over 100 volunteer-based programs have emerged in our Commonwealth from the private sector over the last two decades. While volunteerism is woven into the fabric of our lives, the use of the volunteers as tutors is unique. These tutors establish the rapport and support that helps adult learners begin to believe in their capacity to learn and to assume more control over their own lives.

Literacy volunteers are a special breed. They tend to be serious about "making a difference" and are willing to make a personal commitment that goes largely unseen and unsung. Given that they are not seeking socialization, they are self-starters and risk-takers. Their need is to be needed and effective. Their crucial service gives them the right to respect, attention, and thoughtful reflection on the role they play. The following observations are offered to serve as springboards for program administrators and policy makers to consider:

• **Recruitment:** Beyond the usual use of the media, programs might consider engaging current and past tutors in outreach to potential volunteers. They are the "voices of experience" and are often underutilized. It may also be worthwhile to invest a few dollars in ads and classifieds in the newspapers that potential tutors read.

• **Orientation:** This phase begins the moment a person hears of the program and picks up the phone to call for information. Therefore, the program puts its best foot forward if the phone is answered quickly and by someone who knows the program and presents it in a welcoming manner. Appreciation of the interest must be communicated as the "recruits" move on to receive in-depth explanation of their role, either individually or in groups.

• **Training:** Tutor-training workshops are critical. Along with the materials presented, volunteers appear to be more secure if all staff attends at some time during the training, the matching process is described by the coordinators with whom they will be working, and adult learners participate in the workshops.

• **Matching:** The early meetings are more likely to be smooth and the "drop-out" rate low if the newly trained tutors interact closely with their coordinators, know they can ask for help at any time, and receive the materials and intake information individually. The trust built in this relationship impacts strongly on the success of the tutor-learner matches.

• **Support:** Ongoing support, provided both sympathetically and systematically, may be the best recognition you can offer to volunteer tutors. If they feel and trust this support, they gain more confidence in their abilities and their effectiveness. The support may be in any form—monthly calls and calendars, formal evaluations, inclusion in professional development activities, in-services, newsletters—as long as it is systemic, professional, and reflective of the program's commitment to the adult learners served.

• **Evaluation:** Formal and informal evaluations of adult learners' progress is essential to the support and retention of tutors. They appreciate the feedback, direction, and validation yielded through evaluation. As with support, evaluation processes are more valid if they are systemic and viewed as essential to progress and program effectiveness.

• **Recognition:** The self-starter type of volunteers may or may not want the usual recognition events. The recognition they want may be inclusiveness—in professional development, program planning, training, and recruitment. Volunteer tutors, volunteer adult learners, and professional staff may improve the field as equal partners.

WITH TLC

Tutors of Literacy in the Commonwealth (TLC), a pro-

gram division of the Pennsylvania Association for Adult and Continuing Education (PAACE), is the statewide professional organization that provides support and training to volunteer programs and trainers.

TLC's constituency exceeds 100 programs in 67 counties. Member organizations share the common mission of providing one-on-one and small-group instruction to adult residents of the state through a network of trained volunteer tutors. Monies appropriated under the State Adult Basic and Literacy Education Act (Act 143) give TLC the fiscal resources to establish and maintain regional networks of training consultants and adult learner representatives, thus enhancing the training efforts of local programs. The network is available to all ABLE programs, whether or not they receive state funding, and it brings expertise to smaller programs that are responsible for more than half of the 30,000 adult learners and 10,000 volunteer tutors served by TLC to date.

TLC also sponsors the biennial Northeast Regional Adult Literacy Conference for volunteer tutors, adult learners, staff, and boards of programs from Virginia to Maine. Since 1987, literacy councils in Susquehanna and Delaware Counties, Pittsburgh, and State College have hosted the conference, and state monies have been made available for adult learner scholarships. As a direct result, the conference is a leader in student participation and advocacy.

TLC looks forward to extending and expanding its members' capacity to assure adult learners in ever increasing numbers of quality programming as they take the first step towards change—that of literacy.✦

PROFESSIONAL DEVELOPMENT: OPPORTUNITIES FOR ADULT EDUCATORS AND VOLUNTEERS

BY HELEN HALL

The focus of professional development for Pennsylvania's adult basic educators and volunteers is on the delivery of high-quality educational services. These services provide positive outcomes for adult learners, identify ongoing improvement efforts, and carry out well-planned opportunities for professional development. Pennsylvania's professional development philosophy supports the practitioners' spirit of lifelong learning and their commitment to professional development.

To support opportunities for professional development, a portion of federal funds allocated to states is used to design and deliver programs and services. Currently, Section 353, Federal Adult Education Act, remains the main source of funding activities for adult basic education professional development. With these funds, the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (ABLE), subsidizes projects that have statewide impact on professional learning. ABLE uses Section 353 funds in a regional approach to statewide professional development through six regional Professional Development Centers (PDCs; see next page). These centers promote multiple approaches to professional development. Through a "bottom-up" approach, the needs of adult educators and volunteers guide the training opportunities. Each center develops a professional training program that allows for flexibility in planning and scheduling, making training accessible to practitioners in the region. The regional approach is effective in promoting practitioner networks by bringing practitioners together to support specific training activities. The groups share ideas and experiences, and focus on good practices. The centers deliver professional development and training at a central location or at the program site.

The coordinators at each of the centers assist programs and staff in assessing their needs and creating professional development and training activities,. The professional development programs are training and research-oriented activities. Training-oriented workshops focus on one particular topic, and a workshop series focuses on one particular subject, providing opportunities for practice, feedback, and follow-up. A variety of other professional development activities are used to help adult education practitioners carry out good practices, such as practitioner research-based approaches. The PDCs also provide technical assistance for providers in the adoption and implementation of exemplary projects and practices.

ADDITIONAL TAILORED SERVICES

Training in learning differences in adults is another statewide professional development opportunity that gives practitioners an integrated training approach focusing on multilevel instructional techniques for adults with learning differences. Participants in the project receive regional and program-based training and ongoing contact with the trainers. The Bureau of ABLE also provides support for summer institutes, where the training is research-based, focuses on particular topics, and gives opportunities for practice, feedback, and follow-up.

Another Bureau initiative supports practitioner inquiry and action research. These two approaches to professional development give practitioners options to professional development and are alternatives to the traditional training workshops and workshop series. Support is available to the ABE/GED/ESL/literacy educators to participate in practitioner inquiry and action research groups. Practitioner inquiry builds on the diversity of the practitioners' real-life experiences and knowledge, conceiving questions about their own practices. A group of two or more practitioners, led by a qualified mentor/practitioner, works collaboratively through shared readings/research, and group discussions. Practitioner inquiry places practitioners as learners, researchers, and educational leaders. In action research, practitioners identify a work-related, "researchable" problem, intervention strategies, and a means

for monitoring the effect of the intervention. They collect information, document their findings, and share the information with others who may want to put the new ideas into practice. This approach for creating change can be used individually or with a group of practitioners.

Another practitioner-based approach is the focus group, which uses the practitioner inquiry-centered model with one variation in procedure. The group selects a peer leader who guides the group in selecting topics and leads the discussion. Usually, the leader records and distributes comments to the participants. Independent study permits practitioners to identify a particular area of program/professional need or interest. The practitioner works alone or with a qualified mentor to produce a journal-quality paper, sharing the research and outlining its professional application.

Pelavin Research Institute's *Professional Development Resource Guide for Adult Educators* states that there is no single best approach to professional development. Rather, it is preferable for multiple approaches to be integrated with one another to address the complex and dynamic characteristics of specific program contents and learner needs. Pelavin also suggests that success rests on finding the optimal combination of approaches for different situations.

LOCAL EFFORTS

At the local level, adult educators identify their own needs and plan their own professional development activities linking the activities to professional development plans. Local programs share resources and involve the community in program improvement efforts. Adult education practitioners are encouraged to cooperate and collaborate with other agencies that provide services to adults to enhance the quality of programs and services available to adult learners. In order to ensure that quality services are delivered to learners, educators provide feedback on student progress through continuous assessment and evaluation. The Bureau provides opportunities for training of administrators and staff on the use of appropriate assessment tools, and on collecting and interpreting student and program data for accountability through the Educational Quality for Adult Literacy (EQuAL) project.

At the local program site, teachers, volunteers, and administrators also look at approaches other than those mentioned previously. Two such approaches are mentoring and peer coaching. An experienced teacher or volunteer mentors a less experienced teacher or volunteer. The mentor helps other practitioners master new approaches and skills. In peer coaching, teachers and volunteers observe other practitioners in the classroom, giving feedback to the practitioners being observed. The professional development approaches are most successful in nonthreatening educational settings that are conducive to teaching and learning.

Adult educators and volunteers are given opportunities for the planning and the accomplishment of professional development activities, coming together to discuss adult education issues and to share ideas and good practices. Practitioners are participating in professional development activities to meet their individual needs and program needs. They are getting the professional development and training they need for the ongoing improvement of adult basic and literacy programs.

Pennsylvania offers well-planned and well-rounded professional development programs designed to meet the diverse needs of teachers, volunteers, and administrators. Professional development opportunities for adult educators and volunteers in the state reflect the Bureau of ABLE's newly adopted Guiding Principles for professional development (see next page). Quality professional development results in program improvement and positive outcomes for adult learners throughout the state. The beneficiaries of well-planned professional development programs will be not only the adult learners, but also teachers, volunteers, and administrators who provide quality adult education services.◆

Pennsylvania's Regional Professional Development System

A Professional Development Center (PDC) in each of 6 regions:

Northwest PDC
Richard Gacka, Director • Bootsie Barbour, Coordinator
Northwest Tri-County IU#5 • 670 W. 36th St. • Erie, PA 16508 • (814) 866-5045 • Fax: (814) 866-5045

Central-Northeast PDC
Edith A. Gordon, Director • Gail Leightley, Coordinator
Central IU #10 • Development Center for Adults
Centre Co. Vo-Tech School • Pleasant Gap, PA 16822
(814) 359-3069 • Fax: (814) 359-2344

Southwest PDC
Donald Block, Director • Rachel Zilcosky, Coordinator
Greater Pittsburgh Literacy Council
100 Sheridan Sq., 4th Fl. • Pittsburgh, PA 15206
(412) 661-READ • Fax: (412) 661-3040

South-Central PDC
Carol Molek, Director • Brian Frey, Coordinator
Tuscarora IU #11/Adult Learning and Job Training Center
MCIDC Plaza, Bldg. 58 • One Belle Ave. • Lewistown, PA 17044
(717) 248-4942 • Fax: (717) 248-8610

Southeast PDC
David Karl, Director • Sandra Strunk, Coordinator • Jaclyn Fowler-Frey, Staff Developer
Lancaster-Lebanon IU 13 • Lebanon School Services Center • 1 Cumberland St. • Lebanon, PA 17042
(717) 274-0778 • Fax: (717) 270-2943 • SEPDC1@aol.com

Philadelphia PDC
Rose Brandt, Director • Diane Inverso, Coordinator
Mayor's Commission on Literacy
1500 Walnut St., 18th Fl. • Philadelphia, PA 19102
(215) 685-6602 • Fax: (215) 685-6620

Guiding Principles

for the Professional Development of Adult Education Practitioners

PROLOGUE

The Guiding Principles for Professional Development of Adult Education Practitioners have as their primary purpose the improvement of the quality and character of professional development experiences provided for and by literacy educators.

The philosophy of professional development must support practitioners' spirit of lifelong learning and their commitment to professional development.

Professional development experiences must:

- Focus on the process of teaching and learning.
- Diminish the isolation of practitioners by building upon established and emerging networks within regions.
- Be based on supporting research and proven best practices in adult education and professional development.
- Link closely with local program improvement efforts.
- Build the leadership capacity of practitioners to foster systemic change in adult education.

The use of the term *practitioner* is intended to be inclusive of all individuals with responsibility in the literacy community, including teachers, tutors, counselors, administrators, and others who work in adult basic and literacy education.

MISSION

The mission of the professional development system is to provide professional development opportunities to adult education practitioners that result in the enhancement of adult learners' basic skills and competencies.

The Principles for Professional Development of Adult Education Practitioners

Professional development opportunities should reflect the following philosophy in regard to its participants:

- Respect practitioners as knowledgeable professionals and adult learners themselves with differing types and degrees of experience and expertise.
- Value practitioners by building on their perspectives about the design and implementation of professional development, thus enhancing the balance between the interest of individuals and the interest of the system.

Professional development opportunities should reflect the following characteristics:

- Offer opportunities for colleagues' intellectual, social, and emotional engagement of ideas and materials both in and out of the teaching environment.
- Use diverse approaches and delivery systems that provide for a range of strategies, concepts, and experiences that allow sufficient time for follow up support and enable the mastery of concepts while integrating them into practice.
- Support practitioner and local agency initiatives by relating closely to the local context and conditions and providing incentives for participation.
- Utilize human and electronic networks that promote a broader system of professional relationships and the sharing of program expertise.
- Reflect on emerging professional and content standards.
- Provide opportunities for teachers to explore, question, and debate current practices in order to integrate new ideas into their repertoires.

The Guiding Principles were developed by a committee of practitioners and professional development experts through an activity sponsored by the Bureau of Adult Basic and Literacy education. Committee discussion was based on a policy brief issued by the Consortium for Policy Research in Education, entitled, *Helping Teachers Teach Well: Transforming Professional Development*, by Thomas B. Corcoran.

PROFESSIONAL DEVELOPMENT AT THE LOCAL LEVEL: TAKING PROGRAM IMPROVEMENT SERIOUSLY

BY SANDY STRUNK

Any adult educator worth his or her salt struggles perpetually with how to increase learner gains, improve student retention, and be responsive to the varied needs of a plethora of adult literacy stakeholders. As stakeholders begin to hold learners, teachers, and programs increasingly accountable for desired outcomes, continuous improvement becomes less of a buzzword and more of a real stance for fostering high-quality programs. Local professional development initiatives support program quality by tackling improvements in teaching and learning at an operational level. The local adult education professional developer is charged with facilitating individual practitioner change for the purpose of increased student learning. When a local program relegates individual professional development, in its totality, to a regional agency or organization, however competent, it is abdicating its responsibility for maintaining high-quality programming. Professional development at the local level is not a fringe benefit or a practitioner "perk" to be handed out like a holiday bonus; it is a critical facet of continuous program improvement. As such, it deserves to be taken seriously.

Professional development in adult basic education presupposes a body of knowledge that is necessary for effective participation in the profession. It challenges the myth that anyone can be an adult educator by identifying practitioner competencies and principles of effective teaching and learning. This does not mean that there isn't room in the profession for practitioners with diverse skills and backgrounds. Nor does it imply that practitioners themselves are not a rich source of knowledge about the profession. It does, however, mean that not all practitioners possess the same knowledge, skills, and attitudes with respect to their profession.

GETTING STARTED

The first step in implementing a local professional development program is to identify and analyze the gap between the knowledge, skills, and attitudes of local agency practitioners and those generally recognized as best practice in the profession of adult basic education. This needs analysis may occur on several levels. A traditional needs survey may help professional developers understand the perceived need of practitioners. Focus groups may shed light on the professional needs of specific program components and, like the needs survey, promote ownership in professional development activities by soliciting practitioner input. Direct observation might allow the professional developer to see what is really going on in the classroom or tutoring session. With a small staff, individual interviews can provide a valuable opportunity for dialogue between the practitioner and the professional developer about the successes and struggles of everyday practice.

Piecing together a local professional development program in response to the needs of practitioners is no small undertaking. Knowledge about adult learners should serve as the basis for planning and implementation activities. Adults learn, retain, and use information that is contextually relevant. Adult education practitioners need professional development that is grounded in the mundane details of everyday practice but offers the intellectual stimulation of a higher-education classroom. The marriage of best theory and practice provides the impetus for real practitioner change and continuous program improvement.

HELP IS AVAILABLE

Local ABLE providers rarely have the financial and human resources to meet all of the professional development needs of their staff. The regional Professional Development Centers, funded by the Bureau of Adult Basic and Literacy Education, are essential resources designed to help local agencies address the professional development needs of their staff. Ongoing conversations between PDCs and local programs increase the likelihood that regional offerings will address the specific needs of local agencies. In addition, local programs might volunteer to participate in statewide professional development projects. Again, these projects bring valuable resources to local programs while, at the same time, encouraging collegial sharing across a greater area.

Finally, no local professional development program can claim any degree of success without a strong evaluation component. Like the needs assessment plan, a meaningful evaluation plan must include more than a practitioner survey. Though surveys are useful for gauging practitioner satisfaction with instruction, they are not accurate predictors of practitioner change or program improvement. If the goal of professional development is to facilitate practitioner change for the purpose of increased student learning, both practitioner change and student learning must be assessed.

With the coming changes in the funding picture, local programs may well find themselves shouldering more of the burden of professional development for their staff. Program improvement is, after all, a local responsibility. The degree to which programs are able to demonstrate staff competence and learner success may, in a competitive funding arena, determine survival during a time of transition for adult basic and literacy education.✦

"Choose your staff carefully for their flexibility and teaching talent."

Mary Schmidt
Coordinator, ABE/GED/ESL
Reading Area Community College, Reading

ACTION RESEARCH FOR PROFESSIONAL DEVELOPMENT

BY B. ALLAN QUIGLEY

In the 1995 *Staff Handbook*, the value of action research for improving programs was discussed and the basic action research process of identifying and addressing program-based problems was presented (1995, p.50). But, there is also great value in applying action research and its parallel research methods for professional professional development. Pennsylvania, Virginia, Georgia, New York, and California are a few of the states investing energy into this exciting new approach to professional development and knowledge creation. It is used in U.S. and Canadian K-12 systems and has become a part of adult education in Australia, Britain, and developing countries. Why is its popularity growing? Action research has several very important characteristics which the familiar traditional approach of workshops and courses does not.

The traditional model of workshops/courses has dominated professional development in adult education through time but has proven itself inadequate as the sole approach because *it is difficult to professionalize a non-traditional field using only traditional methods*. Unlike basic, vocational, or higher education, the great majority of the teaching force in ABLE in Pennsylvania is comprised of volunteers. Part-time teachers make up much of the rest. Another major difference with the traditional model is that most practitioners do not have opportunities to build traditional "career paths." Credit and non-credit workshops and courses typically are not required. Notwithstanding socialization needs, ABLE practitioners usually attend professional development events for the best of reasons: namely, they are seeking solutions they can take away and apply in their work settings and not to secure another step in a union pay scale. *The key to ABLE professional development, therefore, is in the practitioner's search for work-setting application and in relevance to their work-based problems.*

With the traditional workshop model, one takes a risk in attending an event. It may turn out to be an "interesting" event but not actually usable. The learner has no direct ownership or control over such "received knowledge." Secondly, unlike basic/vocational/higher education systems, ABLE programs are found in church basements, farm kitchens, local libraries—they go where the learners are, and often do so at times of the day or evening that are convenient to learners. Providing consistent, quality professional development to such a widely dispersed group is difficult: expecting them to travel distances when their time is already at a premium is often not realistic. Finally, volunteers and paraprofessionals typically work in a high degree of isolation from colleagues outside of their own programs. Disseminating new knowledge through published journals and formal reports is often ineffective. Thus, without traditional career paths, without geographically accessible personnel, and with few truly user-friendly ways to bring knowledge to practitioners, how can a program or state assure the key components of professional development: relevance, access, and dissemination of knowledge?

Action research assures relevance by turning ownership over to the practitioner. It asks practitioners to carefully identify a problem and an intervention to attempt to resolve the problem. These two steps are done with the help of a mentor and at least one peer. After establishing a baseline to begin from, criteria for success, and a timeline for the project, the intervention is implemented in the program. Change is observed using at least two data-collection methods. If successful (according to the criteria), the practitioner may choose to investigate another dimension of the same problem. If not successful, he or she will often make adjustments and try again.

Here, then, is practitioner-based ownership of problems and solutions. The Pennsylvania Department of Education-sponsored PA-ARN project (Pennsylvania Action Research Network) out of Pittsburgh and PALPIN (Pennsylvania Literacy Practitioner Inquiry Network) out of Philadelphia have placed Pennsylvania on the cutting edge of professional development innovation by working towards new field-based knowledge. We are finding new ways to get people talking about common problems. We are overcoming geography. And we are working to put practitioners in charge of their own development and their own knowledge.✦

On What Are We Reflecting?

"Action research" and "practitioner inquiry" take somewhat different approaches to reflection on practice. A look at the topics studied in PA-ARN and PALPIN (see above) during 1995-96 helps illustrate each approach.

Sample PA-ARN Topics:

- How classroom tests affect students' sense of progress
- Increasing recruitment in the Gateway Project
- Recruiting ABE students through structured strategies
- Increasing vocabulary levels of deaf students
- Improving retention and resolving personal problems by instituting a student support group
- Increasing students' critical reading skills
- Utilizing alternative assessment tools with individuals having developmental challenges

Sample PALPIN Topics:

- How are ESL students learning to read in English?
- How can a small learning group support reading growth for the lowest-level readers in a large class?
- What happens when I try to get students to return to class after they have dropped out?
- What happens when I implement small discussion groups in my GED preparation class?
- What happens when a process for adult learners to set and assess their monthly goals is implemented?
- What teaching strategies help make adult education studies more interesting to learners?✦

BEST COPY AVAILABLE

PRACTITIONER INQUIRY: LEARNING FROM PRACTICE

BY ALISA A. BELZER AND SUSAN L. LYTLE

Many theories drive the implementation of professional development models available in adult basic and literacy education. Workshops, courses, and conference presentations, for example, assume a body of skills, knowledge, and information can be transmitted from experts to novices. An emerging model of professional development—inquiry-based professional development—assumes that much new knowledge and expertise about practice can be gained by providing opportunities for practitioners to explore their own questions about their practice through inquiry. Practitioner inquiry is defined as "systematic and intentional inquiry into teaching, learning and administration by practitioners in their own program settings" (Lytle, Belzer and Reumann, 1993, as adapted from Cochran-Smith, M., & Lytle, S., *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press, 1993).

A wide range of strategies and activities which support inquiry-based professional development are possible, but all involve a number of similar features:

- Developing an inquiry community which brings together teachers, volunteer tutors, administrators, and other practitioners. Inquiry communities grow out of the realities and needs of their local context and build from the specific questions, issues, and interests of group members.
- Providing structured and informal opportunities to read, write, and talk about the dynamic relationships between current research and theory and the day-to-day realities of practice. The activities prompt individual and group analyses and meaningful critiques of classroom and program-based needs and issues. Growing out of these individual and collaborative explorations, inquiry projects invite practitioners to investigate more deeply a question or problem that is particularly significant in their own day-to-day practice.
- Repositioning practitioners as they raise questions from their practice and then develop and implement strategies for investigating them to be able to play more central roles in conversation among researchers, program planners, policymakers, and funders about knowledge in the field. They can more readily take up positions as learners, leaders, researchers, and reformers.

In inquiry-based professional development, groups of practitioners meet on a regular basis to read, write, and talk about their practice and current research literature, some of it written by practitioner-researchers. When practitioners research their own questions by looking closely at their classroom and programs, they are able to deepen their understanding of teaching and learning, of adult learners, and of literacy itself. When research "data" are the actual artifacts of practice—teacher journals, samples of student writing, tapes of conversations with students or colleagues—and "analysis" is the process of richly describing and making sense of what is collected, learning from practice becomes systematic and intentional.

Diverse contexts around the state have suggested the need for multiple formats in which to create opportunities for inquiry-based professional development. For example, in urban Philadelphia where the Adult Literacy Practitioner Inquiry Project began in 1991 as an opportunity to implement and document the potential of practitioner inquiry as a form of professional development, the high number of programs in a concentrated area enabled cross-program, bi-weekly meetings over a year-long period in which diverse topics were explored. As funding sources have shifted within the city and as the ABLE Bureau has encouraged the implementation of inquiry-based professional development in other parts of the state, a number of other formats have been used. These include:

- *Program-based inquiry groups* comprised of some or all staff members within a program who investigate questions on a similar theme related to program needs. Periodic cross-program meetings are held to build a broader community and to share challenges and opportunities in a wider context.
- Formation of *mentoring relationships* between practitioners who previously participated in inquiry groups and those with little or no experience with inquiry. Mentors assist others in the formation of an inquiry question, implementation of an inquiry project, and analysis and writing. In addition, participants meet periodically as a group.
- *Investigation of a single topic* or theme from multiple program perspectives and professional positions.
- *Cross-program groups* that meet monthly as a whole group and monthly in small groups of practitioners who live or work closer together. Two meetings a month are held, but only one involves long-distance travel.
- *Cross-state intensive institutes* (four days long) that bring practitioners together to initiate inquiry, develop inquiry action plans to be implemented over several months, and develop strategies for long-distance, ongoing community development and support.

Many more variations are possible (e.g. online inquiry groups). Adapting a range of approaches to supporting practitioner inquiry as professional development promises to create rich and challenging opportunities for practitioners to grow and learn from their practice, develop new professional communities, and participate in conversations about program development, funding, and policy.

FOR MORE INFORMATION

- Completed practitioner inquiry projects are available through the State Literacy Resource Centers.
- The National Center on Adult Literacy (NCAL) has published research reports on practitioner inquiry as professional development, practitioner inquiry projects, and a handbook for creating communities for inquiry. These publications can be obtained from NCAL, 3910 Chestnut Street, Philadelphia, PA 19104-3111, (215) 898-2100.✦

PENNSYLVANIA STATE LITERACY RESOURCE CENTERS

BY CHERYL M. HARMON AND CHRISTINE V. KEMP

Pennsylvania's State Literacy Resource Centers are located at two sites: AdvancE at the Department of Education, Harrisburg, and the Western Pennsylvania Adult Literacy Resource Center (WPALRC) at the Western Instructional Support Center, Gibsonia. The two centers work together to provide access to information and resources that support local, regional, and state adult education programs. Clientele include administrators, literacy council coordinators, teachers, tutors, counselors, researchers, and others involved in adult education. Funding for the centers is provided by federal funds administered through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Each SLRC manages a specialized collection of audio, video, software, CD-ROM, and print materials; conducts online database searches of ERIC (Educational Resources and Information Center); and disseminates information statewide and nationally about Section 353 special demonstration projects. Technical assistance is also provided to local program personnel for program development, special-project development, and product use. The SLRCs support the activities of the regional Professional Devel-

National ABLE Professional Resources

The National Literacy Act of 1991 mandated the operation of a number of clearinghouses for dissemination of adult basic and literacy information nationwide. Although we in Pennsylvania enjoy the services of AdvancE and the Western Pennsylvania Adult Literacy Resource Center (WPALRC), there are several national clearinghouses and research centers operated through the United States Department of Education (USDOE) for the professional development of adult educators.

- **Division of Adult Education and Literacy (DAEL) Clearinghouse.** An in-house operation of DAEL and USDOE providing information on Adult Education Act (AEA) programs and innovative projects funded under the AEA. A *Bibliography of Resource Materials* is available by writing to: DAEL Clearinghouse, 400 Maryland Ave. SW, Washington, DC 20202-7240. (202) 205-9996.

- **Educational Resources Information Center (ERIC).** Funded by USDOE, these 16 clearinghouses include the **Adult, Career and Vocational Education Clearinghouse**, 1900 Kenny Rd., Columbus, OH 43210-1090. ERIC collects, analyzes, and distributes information from many sources, compiling them in an electronic database of over 750,000 journal articles, research and project reports, and other documents. ERIC resources are most easily accessible to us through AdvancE.

- **National Clearinghouse on Literacy Education (NCLE).** This adjunct clearinghouse of ERIC provides information and technical assistance on services to limited English proficient (LEP) adults and out-of-school youth related to adult ESL and and native-language literacy. Besides offering a substantial list of free publications on various topics, NCLE publishes a newsletter, *NCLE notes*, which is free on request from NCLE, 1118 22nd St. NW, Washington, DC 20037. (202) 429-9292, ext. 200. Fax: (202) 659-5641.

- **National Institute for Literacy (NIFL).** Administered under an interagency agreement among the U.S. Secretaries of Education, Health and Human Services, and Labor, it has a national database and a toll-free number to provide names of literacy providers and access information on literacy issues. NIFL, 800 Connecticut Ave., NW, Washington, DC 20006-2021. (202) 632-1500. National Literacy Hotline (free, 24-hour referral service): (800) 228-8813. Internet: http:\\novel.nifl.gov.

- **National Center on Adult Literacy (NCAL).** Established at the University of Pennsylvania under funding from the Departments of Education, Health and Human Services, and Labor, this center focuses on research in adult literacy and conducts a technology-training project, ALTIN (Adult Literacy Technology Innovation Network). Its newsletter, *NCAL Connections*, is available on request at no charge from NCAL, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111. (215) 898-2100. Fax: (215) 898-9804.

- **National Adult Literacy and Learning Disabilities Center.** Funded by the National Institute for Literacy under a cooperative agreement with the Academy for Educational Development in collaboration with the University of Kansas Institute for Research in Learning Disabilities. National ALLD Center, Academy for Educational Development, 1875 Connecticut Ave., NW, Washington, DC 20009-1202. (202) 884-8185 or (800) 953-ALLD. Fax: (202) 884-8429 or -8422. Internet: info@nalldc.aed.org and http://novel.nifl.gov.

- **National Center for Family Literacy (NCFL).** Waterfront Plaza, Ste. 200, 325 W. Main St., Louisville, KY 40202-4251. (505) 584-1133. NCFL provides a headquarters for family literacy program planning and evaluation. Even Start is one kind of program which uses the training provided by NCFL.✦

opment Centers by assembling resources for selected workshops, making onsite visits, and providing research information for special professional development projects.

WPALRC, through the Western Instructional Support Center and the Distance Learning Center, offers teleconferencing uplinking and downlinking, graphic design, printing, and high-speed copying to all state and local programs and services.

AdvancE annually produces the *Adult Education Section 353 Special Demonstration Projects* book, submits project reports and products to the U. S. Department of Education and to ERIC, and offers teleconference downlinking and videoconferencing facilities.

In addition, the SLRCs serve as reciprocal links between the U. S. Department of Education, the National Institute for Literacy, the National Center on Adult Literacy, and service providers. The centers also access computer networks through the Internet to secure information and resources.

All of these efforts—stimulating the coordination of literacy services; enhancing the capacity of state and local organizations to provide literacy services; and promoting the use of state-of-the-art teaching and assessment methods, technologies, and program evaluation—are designed to support the work of the adult basic and literacy education teacher and administrator.

FOR MORE INFORMATION:

AdvancE (800)992-2283 or WPALRC (800)446-5607, x 216◆

PAACE

BY JOAN Y. LEOPOLD

The mission of the Pennsylvania Association for Adult Continuing Education (PAACE) is to serve the needs of adult learners through basic and higher education. The organization s members are teachers, professors, tutors, administrators, counselors, students, librarians, and volunteers. They work in a variety of settings in the basic and higher-education arenas. The common bond is working with and for the adult learner.

PAACE is governed by a Board of Directors comprised of elected officers and representatives of the eastern, central, and western portions of the Commonwealth; advisory members; and representatives of the Pennsylvania Department of Education. Any individual who has been a PAACE member for at least one year is qualified to hold any office in the association. PAACE is associated with the American Association for Adult and Continuing Education (AAACE).

PAACE affords program administrators an excellent opportunity to network with other administrators, advocate for the adult learner, share information about adult education with the general public and the legislature, and provide an opportunity for the staff they serve to participate in one of the five program divisions.

PROGRAM DIVISIONS

PAACE's program divisions enable members with common interests to join together to strengthen and promote those interests. Because these divisions are an important part of PAACE, the Mid-Winter Conference program includes sessions reflecting the activities and concerns of the groups. The program divisions in which persons may want to participate are listed on the membership application. For administrative purposes, they are divided into the following five divisions: Adult Basic Education/GED, including corrections, special needs and armed services/veterans; Higher Education, including noncredit and continuing education; Literacy/TLC; English as a Second Language (ESL); and Business and Industry.

MEMBERSHIP CATEGORIES

Individual-$30/year • Organizational-$70/year • Student-$22/year • Associate-$12/year • Life Membership-$250. For more information or a membership application, write to PAACE, P.O. Box 3796, Harrisburg, PA 17105.◆

AAACE

BY CHARLES H. HOLBROOK

The American Association for Adult and Continuing Education (AAACE) is the largest association for individuals and institutions involved in adult and continuing education. The association sponsors an annual conference and exhibition and publishes a magazine, ***Adult Learning***; a research and theory journal, ***Adult Education Quarterly***; and a newsletter, ***Online with Adult and Continuing Educators***, for members and others interested in the field. AAACE's mission is: To promote adult learning by 1) providing leadership in unifying individual adult educations practitioners; 2) fostering the development and sharing of information, theory, research, and best practices; 3) promoting professional identity and growth; and 4) advocating policy initiatives.

Drew W. Allbritten has been executive director since 1991. The elected AAACE Board takes office each November.

AAACE's annual adult education conference enables participants to choose from more than 300 presenters, workshops, and general sessions, attended by teachers, professors, consultants, administrators, and volunteers from the public and private institutional sectors, from labor, and from government. This is truly a unique opportunity for all participants to increase their expertise regarding the full spectrum of activities in adult and continuing education. In addition, the Commission on Adult Basic Education (COABE), a division of AAACE, holds an annual national conference. The 1996 conference was held in Pittsburgh and hosted by the Pennsylvania Association for Adult Continuing Education with sponsorship from the Pennsylvania Department of Education.

New members may join AAACE prior to the annual conference and save on registration fees or by on-site application at the conference. For further information on pre-registration and advance membership contact: AAACE, 1200 19th St., NW, Ste. 300, Washington, DC 20036. Phone: (202) 429-5131. Fax: (202) 223-4579.◆

GRADUATE STUDY IN ADULT EDUCATION

BY TRENTON R. FERRO

So you woke up one morning and discovered that you were an educator of adults! Up to now you had been an elementary or secondary school teacher, nurse, salesperson, personnel officer, social worker, homemaker, community organizer, trainer, director of a social service agency, corrections officer—the list goes on. Here's the good news: You're not alone! Rarely do people go through their childhood saying, "I want to be an adult educator when I grow up." We arrive at the realization that we are, or want to be, educators of adults through a series of life tasks and experiences.

Your self-discovery, no doubt, has also prompted questions such as these: Who are "adult educators"? What do they do? What do we mean by "adult education"? How can I prepare myself for these new tasks for which I have received little or no previous preparation or training? Many avenues are open to you which will allow you to grow and develop as an educator of adults, several of which are discussed in this Handbook. In addition, check out local post-secondary institutions for courses, workshops, or other offerings of interest and use. And, become acquainted with the Internet. This is a major resource and vehicle for communication, information, and education.

The capstone, however, of these various learning efforts and opportunities is earning an advanced degree in adult education. Is the pursuit of such a degree for you? Reflect upon, and respond to, the following questions:

- Do I already possess at least a bachelor's degree in some subject/content or professional area?
- Am I planning to work, or am I already working, with adults as an educator, trainer, or service provider in such locales as a school or college; extension service; health-care institution; business or industry; social-service, community, religious, or other similar organization or agency; prison; or the military?
- Do I intend to continue working with adults as a career?
- Am I interested both in improving my skills as a practitioner and in developing a greater understanding of the theory and research base undergirding professional practice in adult education?

If your responses to these questions are positive, consider seeking an advanced degree in adult education. This endeavor will allow you to bring together into a new and meaningful context and relationship your previous area(s) of content specialization, your life experiences, and your new role as an educator of adults. Earning a graduate degree will enhance your sense of self-worth, provide extensive professional development, help you better understand the unique characteristics and requirements of adults, and prepare you to handle the various types and levels of tasks and responsibilities related to working with adults.

Once you've decided that earning an advanced degree might be for you, you will need to consider several other factors:

- Which programs can you access? Consult the list below. Most adults in Pennsylvania live within a one- to two-hour drive of a program site.
- What special areas of expertise do you want to develop? Are you interested more in theory, practice, or a combination of the two? Requesting information from several graduate programs will reveal the unique opportunities and emphases of each.
- Might you be interested in pursuing a doctorate following the completion of a master's degree? Attending one school for work at the master's level and another for the doctorate may provide a broader background of understanding and an increased depth of preparation.

There are certainly other concerns, but this initial checklist highlights the value of investigating the opportunities available within the Commonwealth of Pennsylvania. The list below provides the basic information you need to make contact with programs in Pennsylvania. Individual programs can then provide you with specific descriptions, requirements, and application criteria.

Cheyney University of Pennsylvania
Master of Science in Adult and Continuing Education
Contact: Dr. Velma Mitchell, 865 Oak Lane, Glenolden, PA 19036, (610) 399-2387

Indiana University of Pennsylvania
Master of Arts in Adult and Community Education (Indiana, Monroeville)
Contact: Dr. Trenton R. Ferro, 231 Stouffer Hall, Indiana University of Pennsylvania, Indiana, PA 15705, (412) 357-2470, (412) 357-7821 (fax), trferro@grove.iup.edu

The Pennsylvania State University
Master of Education (University Park, Monroeville) and Doctor of Education (University Park, Harrisburg) in Adult Education
Contact: Dr. Peter S. Cookson, Adult Education Program, The Pennsylvania State University, Charlotte Building, 403 S. Allen St., Ste. 206, University Park, PA 16801-5202, (814) 863-3781, (814) 865-5878 (fax), cgw2@psuvm.psu.edu

Temple University
Master of Education in Adult/Continuing Education (Philadelphia, Harrisburg)
Contact: Dr. Edmund Amidon, 454 Ritter Annex (004-00), Temple University, Philadelphia, PA 19122, (215) 204-6236 *or* Dr. Cheryl Boyer, Temple University-Harrisburg, 223 Walnut St., Harrisburg, PA 17101, (717)232-6400, cboyer@vm.temple.edu

University of Pennsylvania
Master of Education in Reading/Writing/Literacy (with a specialization in adult literacy)
Contact: Dr. Susan Lytle, University of Pennsylvania, Graduate School of Education, 3700 Walnut St., Philadelphia, PA 19104, (215) 898-8398 or 898-8434, lytle@literacy.upenn.edu

Widener University
Master of Education (with concentration in adult education)
Contact: Dr. Patricia A. Lawler, Widener University, Center for Education, One University Place, Chester, PA 19013, (610) 499-4252, (610) 499-4383 (fax), ofpalawler@cyber.widener.edu◆

4

MANAGING FOR PROGRAM IMPROVEMENT

WHO ARE OUR STUDENTS?

BY TANA REIFF

Who is—and isn't—attending programs of adult basic and literacy education in this Commonwealth—and why? And of those adults who do enroll in an ABLE program, what are they achieving? Figures derived from the 1992 State Adult Literacy Survey, administered by Educational Testing Service, and data collected annually by the Pennsylvania Department of Education answer those questions, at least statistically.

The 1994 State Adult Literacy Survey (SALS) studied 1,600 randomly selected adults representing the 9.25 million adults in Pennsylvania. It was based on the 1993 National Adult Literacy Survey (NALS), which studied 26,000 adults representing 191,000,000 adults nationwide. The NALS and 12 SALS measured adults' proficiencies in three literacy scales, on five levels within each scale:

Prose literacy—the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction.

Document literacy—the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs.

Quantitative literacy—the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials.

A very brief profile of adult literacy in Pennsylvania, as derived from our SALS, is as follows:

- 18–22% of adults demonstrated skills in the lowest of five levels of prose, document, and quantitative proficiencies.
- 50% of adults who performed in the lowest quantitative proficiency level had completed high school or a GED certificate. 50% in this group were age 65 or older and 40% had physical or mental conditions that kept them from work, school, housework, etc.
- 25–28% of respondents performed in Level 2 on each literacy scale. Their skills were more varied than those in Level 1 but still quite limited.
- Individuals in both Levels 1 and 2 had difficulty with tasks requiring them to integrate or synthesize information from complex or lengthy texts or to perform quantitative tasks involving setting up a problem and then carrying out two or more sequential operations to solve it.
- About one-third of the adults performed in Level 3 on each literacy scale, 17% in Level 4, and 2-4% in Level 5.
- Average scores were approximately the same as for adults in the national study.
- Pennsylvania residents who were born in the United States had higher prose and quantitative proficiencies than foreign born.
- Men's and women's average prose and document proficiencies did not differ, but men's average quantitative proficiencies were 15 points higher than women's.

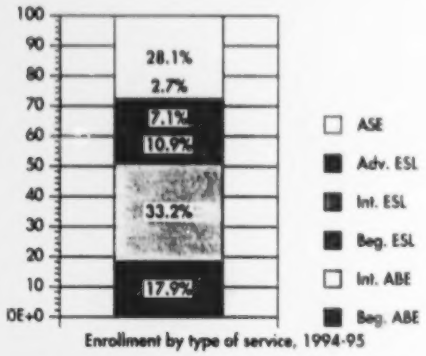
The SALS showed unequivocally that a serious literacy problem exists in Pennsylvania, as the NALS showed on a national scale. However, according to PDE estimates, only about 2% of adults without high school diplomas and 15% of residents whose first language is not English actually present themselves in programs whose funds are administered by the Bureau of Adult Basic and Literacy Education.

The Bureau's more specific demographic figures draw a statistical profile of ABLE students. For the 1994-95 program year (the most recent for which statistics are available at this writing), students described their *primary* **Reasons for participation** in ABE/GED/Literacy programs as:

High school diploma	33.1%
Learn the English language	16.8
Employment reasons	14.2
Improve basic skills	9.3
SPOC (Single Point of Contact)	6.5
Prepare to enter college	6.3
Improve self-concept	4.9
Prepare to enter training program	1.3
Reasons related to children	1.4
Mandated	1.1
Other	8
Unknown	4.3
TOTAL	100.0%

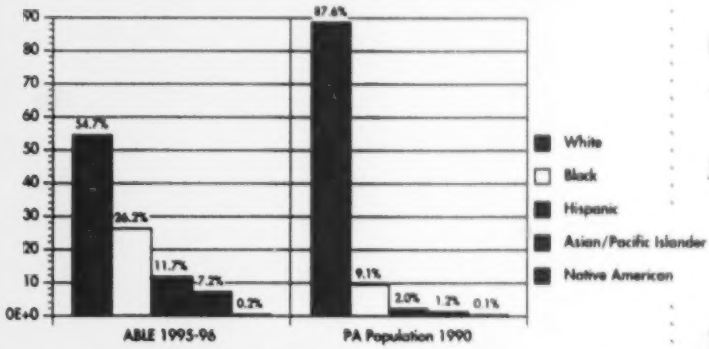
Even though most participants enroll to gain an educational credential, many are not ready for 9-12 level GED instruction at the outset. Graph 1 shows the breakdown

of actual levels/services in which students participate.



Graph 1: Instructional levels at intake

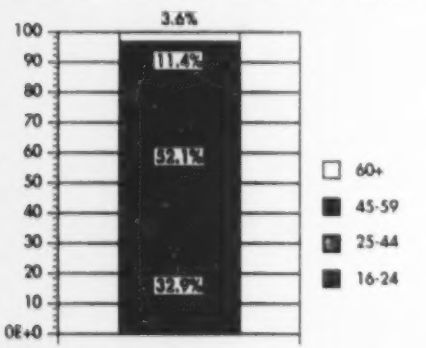
Graph 2 compares adult students' race to that of Pennsylvania's general population, according to the 1990 Census. You will note that minorities account for a much higher portion of our clientele than the population at large, and this gap has increased over the last few years.



Graph 2: Race breakdown compared to Pennsylvania general population

Most years, more than half of our students are female, but in 1994-95, the percentage of females was higher than usual: 57.8% of program participants were female and 42.2% were male.

The majority of participants perennially fall into the 25-44 age group (52.07%), followed by 16-24 years (32.94%), 45-59 (11.42%), and over 60 years (3.57%).



Graph 3: Enrollment percentages by age

Finally, how successful are our students in meeting their educational goals? The numbers below show participant achievements during 1994-95. The total is more than the 60,730 individuals served (for any length of time in a program) because many participants had more than one achievement.

Participant Achievement	Number of Participants
Passed the GED test	3,599
GED Test taken; results not received	2,368
Obtained adult high school diploma	3,885
Improved basic skills	38,099
Level 0-8 and learned basic skills	24,700
Completed an ESL level	4,082
Learned English language	6,341
Obtained a job	5,804
Obtained better job or salary increase	1,804
Removed from public assistance	3,167
Entered other educational/training program	4,605
Obtained citizenship	152
Obtained a driver's license (incl. CDL)	392
Met personal objective	29,490
Voted for the first time	306
Referred to other agency for services	8,948

FOR MORE INFORMATION:

Adult Basic and Literacy Education Programs in the Commonwealth of Pennsylvania: Annual Report. (Issued annually). Pennsylvania Department of Education.

Jenkins, Lynn B. and Irwin S. Kirsch. (1994). *Adult Literacy in Pennsylvania: Results of the State Adult Literacy Survey*. Educational Testing Service and Pennsylvania Department of Education.✦

RECRUITING ADULT STUDENTS

BY CAROLE HOLES

Some adult basic and literacy education programs have waiting lists of people wanting to take advantage of their services. Other programs—probably most—must keep their message constantly in the public eye to make sure potential clients know their services are available.

There are many ways to get your message out and keep it afloat. Divided into four categories, here are some vehicles that have worked well for the Blair County Literacy Council, which you can adapt to your own area. Most of these ideas cost nothing beyond printing (which may even be donated) and the time spent to carry them out.

INTERAGENCY COOPERATION

- Onsite participation at the state Job Center, taking referrals, assisting with job applications, etc.
- Cooperatively produced community resource manual listing a variety of programs and their services, including ours

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- Participation with the Altoona Area School District and its Volunteers for Literacy program in the Individualized Adult Diploma Program for special-education adults
- Ongoing linkages with the community adult education center, vocational school, vocational rehabilitation office, public assistance office, and other literacy programs
- Referrals from area hospitals' social-service offices
- Referrals from judges, parole officers, prisons, and drug and alcohol programs
- Referrals from and tutoring at Head Start

COMMUNITY LINKAGES

- Employee surveys at businesses, nursing homes, etc., inserted with paychecks, with a cover memo describing literacy services
- Program information provided with paychecks at area industries, along with fliers on their bulletin boards
- Referrals from local Pennsylvania Department of Transportation to review Commercial Driver's License (CDL) material; letter to trucking companies promoting referrals
- Letter to area clergy providing program information
- Scouts distributing program fliers
- Linkages with agricultural extension office
- Fliers in fitness and recreational centers, health clinics, laundromats, libraries, community rooms, public utilities, barber shops, grocery stores, fire halls, American Legions, low-income housing, human-service agencies, train and bus stations, convenience stores, and area businesses
- Speakers Bureau comprised of tutors and students
- Involvement with Reading Day at the mall
- Information included in hospitals' packets of information given to parents of newborns
- Placemats at McDonald's (our cost: $50)
- Distributing free bookmarks at local stores
- Articles in company newsletters

LINKAGES WITH LOCAL MEDIA

Newspapers:

- Literacy ads paid by corporate sponsors
- Design-an-Ad tabloid with local 5th and 6th graders
- Billboard paid by newspaper
- Newspapers in Education (NIE)/literacy advertising
- Newspaper calendar supplement
- News releases
- Articles profiling tutors and adult students
- Article in local Shopper's Guide

Television and radio:

- Public service announcements
- Television and radio interviews and panel discussions
- Three-part series aired by local TV station
- News releases

EFFORTS WITHIN THE PROGRAM

- Bring-a-Friend-to-Class Week
- Hosting a Coffee Night for ESL adults
- Multilingual fliers
- Student support group
- Tee shirts promoting literacy✦

THE ROLE OF DATA IN PROGRAM MANAGEMENT AND ACCOUNTABILITY IN ADULT EDUCATION

BY JUDITH A. ALAMPRESE

As adult education programs serve increased numbers of learners with fewer resources, administrators are recognizing the need for better methods for managing and improving the services they offer. While the quality of programs has always been a concern of adult education administrators, the recent emphasis on program standards and the call for evidence of program impact have prompted administrators to reconsider the use of data in their programs. One effort to assist adult education administrators and instructors in understanding and using data is Project EQuAL—Educational Quality for Adult Literacy. Through EQuAL, adult education programs in Pennsylvania are experimenting with strategies for program planning and accountability that involve collecting and analyzing program and learner data. Administrators and teachers in EQuAL are working together to identify problems that affect program quality and productivity, the types of information that are needed to develop solutions to these problems, and the steps that can be taken to improve programs based on this information.

Using Data in Planning and Monitoring

A key responsibility of an adult education program administrator is to monitor the quality and quantity of the services that a program provides. Administrators have a number of resources available to assist them in these functions. One is the quantitative data that a program collects about learners and program operations. Another is anecdotal information from learners, teachers, and community members.

Most adult education programs collect intake information about learners, which usually includes their demographic characteristics and their goals for participating in the program. One use of this information is to assess the extent to which a program is serving its target population of learners. Within the overall priorities that may be provided by the funding source, programs often determine their target population by analyzing U.S. Census data or other information about a community's members. By periodically reviewing data about the demographic characteristics of learners collected during the intake process, program staff can determine whether their recruitment activities are successful in attracting the targeted group. This information also can reveal an influx of new learners into a community, thereby indicating the possible need for a new target group for a program. Based on these findings, staff may plan different recruitment strategies and services to meet the needs of the new client

population.

Another type of information collected on intake forms is how learners heard about a program. Staff can determine the efficacy of specific recruitment activities by comparing the frequency of these activities with the types of learners reporting them. As a result, staff may decide to refocus their recruitment activities or develop additional strategies for reaching new target populations.

THE ROLE OF LEARNER ASSESSMENT

Once learners enter a program, they are assessed to determine their placement into an instructional level. Placement data are helpful in matching a learner's needs with an instructional program, and in identifying new services that might be developed to address new learner needs. These results also are another indicator of whether the program is reaching its target population in terms of projected skill levels of learners.

A primary use of assessment instruments is to monitor learners' progress in enhancing their skills and knowledge. Increasingly, programs are assessing learners with multiple measures in order to obtain a broad understanding of learners' skills. Through the administration of pre and post assessments, staff can determine whether learners are experiencing difficulties with instructional content or if they have been placed at an inappropriate instructional level.

Staff also may aggregate assessment data to determine the overall performance of a program. By comparing the results of classes serving the same levels of learners, administrators can identify instructors who may be in need of professional development, problems in the focus of instruction, or classes where instruction is not aligned with assessment.

Learners' rates of participation in assessment can provide further insights into a program. For example, the percentage of learners with both pre and post assessments is one indicator of retention. If learners are not remaining in class long enough for the post assessment, it may be due to personal issues, lack of interest in the class, or the scheduling of the program. Staff can review the list of learners not taking post assessments to determine possible reasons and appropriate steps that might be taken to increase learners' participation. For learners in pre-GED programs, the staff's review of the percentage of learners who take the test can reveal gaps in a program's transitioning of learners from class to the testing event. If the number of learners taking and successfully completing the GED is not what is expected in a program, it may be a signal that the learners are not prepared for the test or that they need assistance or encouragement in taking the test.

An aspect of program functioning that administrators frequently monitor is attendance. This information is particularly useful when it is analyzed by type and level of class, time and location of class, and instructor. The results of the analysis may point to barriers experienced by individual learners or, when there is a trend of low attendance by a class, it may be due to scheduling or to the focus and quality of the instruction.

While the quantitative data collected about learners are a rich source of information for adult education administrators to use in making decisions about program services and staff, anecdotal data from learners, staff, and community members provide another lens from which to view a program. As the key stakeholders in a program, learners can provide assessments of services that are important for administrators to consider in program planning. Learners also offer a unique perspective that is not captured in other data sources.

A program's staff are a critical source of information about a program's activities and outcomes. Programs that provide regular opportunities for staff to share their experiences and review program data appear to be more successful in engaging staff and implementing program improvements. In Project EQuAL, the involvement of the instructors in reviewing information and problem solving has resulted in new solutions for addressing programmatic issues.

A voice with increasing importance for adult education programs is the community. Often programs have community boards that assist in fundraising or provide guidance to program activities. These members can be sources of information about the perception of a program's value in a community, or they can be customers for the data that are produced by a program.

BENEFITS OF USING DATA

The experience of Project EQuAL provides a foundation for understanding the benefits of having staff collaborate in using information as the basis for making programmatic decisions. While staff may be able to identify activities that are not working in a program, they often do not have a way of determining the most effective solutions to problems. By having a systematic process for collecting, analyzing, and interpreting data, administrators and staff are better able to make informed decisions about a program's operations.

The quality of data also affects the decision-making process. By examining more closely the data gathered in their programs, staff from Project EQuAL sites have identified weaknesses in data collection and storage, and have implemented new procedures to address these problems.

A key outcome from Project EQuAL has been the increased participation of staff and administrators in working together to identify program areas in need of improvement and the appropriate steps that might be taken to facilitate change. Staff have developed new skills in reviewing the information collected by a program, and in assessing the quality of data. This experience has given them a new perspective from which to view their programs. The process of reviewing data also has provided staff with an opportunity to look at the results of their own work, and to identify ways for enhancing their practice to achieve improved results.

As the demand for quality programs increases, administrators should consider the critical role of data in their programs, both in understanding the areas of their program that are effective and in identifying changes that might be made to improve services.◆

Commonly Used Instruments for Assessing Learner Performance

Adapted from Selected Academic Skills Tests for Adults *(ETS, 1992)*

Adult Basic Learning Examination–Second Edition (ABLE-2)
The Psychological Corporation, 555 Academic Court, San Antonio, TX 78203-2498, (800) 228-0752
Suitable for: Adults with at least 1-8 years of formal education
Content: Vocabulary, reading comprehension, spelling, language, number operations, problem solving, applied grammer, capitalization/punctuation

Bader Reading and Language Inventory (Bader), Passage Sets for Children/Adults & Adults
Macmillan Publishing Company, 866 Third Ave., New York, NY 10022, (800) 257-5755
Suitable for: Individual adult reading on preprimer–12th-grade level
Content: Word recognition, reading comprehension

CASAS Life Skills Survey Achievement Series-Reading, Math, Listening (CASAS Life Skills-R,M,L)
Comprehensive Adult Student Assessment System, 2725 Congress St., Ste. 1-M, San Diego, CA 92110, (619) 298-4681
Suitable for: Adults with basic skills at or below high school level
Content: Reading comprehension, mathematics, listening comprehension

General Educational Development Official Practice Tests (GED OPT)
Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755, (800) 531-5015
Suitable for: Students preparing for GED with at least a grade 8 reading level
Content: Writing, social studies, science, interpreting literature/arts, mathematics

Tests of Adult Basic Education (TABE)
CTB/McGraw-Hill, P.O. Box 150, Monterey, CA 93940, (800) 538-9547
Suitable for: Adults with skills commonly taught in grades 2-12
Content: Vocabulary, reading comprehension, language mechanics/expression, math computation, mathematical concepts/application

Tests of Applied Literacy Skills (TALS)
Simon & Schuster Workplace Resources, P.O. Box 1230, Westwood, NJ 07675-9855, (800) 223-2348
Suitable for: Adults who can use printed materials
Content: Prose literacy, document literacy, quantitative literacy

Designing the ESL Assessment Battery: Some Choices

BY JUDITH A. RANCE-RONEY

Multiple skills assessments:

The BEST Test (Basic English Skills Test)
The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204, (512) 299-1061 *or* Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (202) 429-9292
Suitable for: Adult ESL students: beginning, intermediate
Content: Listening comprehension, speaking, reading, writing

ELSA (English Language Skills Assessment)
Harper & Row Publishers, Keystone Industrial Park, Scranton, PA 18512, (800) 242-7737
Suitable for: Adult ESL students: beginning, intermediate, adult
Content: Reading ability in a cloze format

HELP (Henderson-Moriarty ESL Placement Test)
Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545, (415) 887-7070
Suitable for: Adult low-literate/nonliterate Asian ESL students
Skills assessed: Native language reading, spoken social English, vocabulary

The CELT (Comprehensive English Language Test)
McGraw-Hill Book Company, 1221 Ave. of the Americas, New York, NY 10020, (212) 512-4327
Suitable for: Intermediate and advanced secondary and adult ESL learners who are academically focused
Content: Listening comprehension, language grammar and structure, vocabulary

The G-TELP (General Tests of English Language Proficiency)
TENEC International, 4665 Lampson Ave., Los Alamitos, CA 90720-5199, (714) 891-6308
Suitable for: All levels of adult ESL learners
Content: Proficiency in task performance in listening, reading, speaking, grammar, and vocabulary

The SLEP (Secondary Level English Proficiency)
Educational Testing Service, CN 6158, Princeton, NJ 08541-6158, (609) 734-5264
Suitable for: Designed for high school ESL students; may be used with young adults
Content: Reading and listening comprehension

The MTELP (Michigan Test of English Language Proficiency)
English Language Institute, Testing and Certification Division, The University of Michigan, Ann Arbor, MI 48109, (313) 747-0456
Suitable for: Academically oriented/pre-collegiate advanced ESL adults
Content: Grammar and structure, vocabulary, reading comprehension

To assess spoken proficiency:

The John/Fred Test
Language Innovations, Inc. (LINC), 2112 Broadway, Rm. 515, New York, NY 10023, (212) 873-9476
Suitable for: ESL adults in a nonacademic setting
Content: Oral proficiency assessment of both questions and connected discourse

The Ilyin Oral Interview (IOI/The Bill/Tom Tests)
Harper & Row Publishers (see above)
Suitable for: Secondary and adult ESL learners
Instrument content: Direct assessment of oral proficiency

ILR (The Interagency Language Roundtable)
Educational Testing Service, CN 6158, Princeton, NJ 08541-6158, (609) 734-5264
Suitable for: Adolescents and educated adults
Instrument content: Assessment of oral language based on ACTFL standards

To assess listening:

The Listening Comprehension Written Test
Heinle & Heinle, 20 Park Plaza, Boston, MA 02116, (800) 237-0053
Suitable for: Intermediate and advanced ESL adolescents and academically oriented ESL adults
Content: Listening comprehension with responses in writing

The Listening Comprehension Picture Test
Heinle & Heinle (see above)
Suitable for: Beginning and intermediate adults in a nonacademic setting
Content: Listening comprehension with picture prompts

To assess writing and composition:

Timed writing sample/essay: native language and English
Suitable for: All ESL adolescents and adults
Content: Ask students to write about a common topic, such as their family, first in the native language and then in English. Allow 20-30 minutes for each language essay, depending on language level. Level may be assessed by word count or, for advanced students, use the TWE (Test of Written English) guidelines (ETS: TOEFL program). Design your own program benchmarks based on these two criteria.

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USING A DATABASE FOR PROGRAM ADMINISTRATION

BY RICHARD GACKA

"If you are working in either a DOS or Mac platform with at least a 486 or equivalent processor using any of the relational databases and have defined your record subsets ..." STOP! Let's cut through all of this computer tech mumbo-jumbo and talk about database development and utilization for real people. First, let's lay out a few underlying facts.

- Data is stuff.
- A database is a place to put your stuff.
- Stuff isn't much good if you don't use it.

Yup, it that simple! Now let's fill in a few of the details.

Data is stuff. If you work in or run an adult education program, then there is lots of "stuff" that you need to keep track of: student names, student attendance, class hours, money spent, etc. In fact what "stuff" you need to save is determined by what job you do (an important consideration at the heart of a lot of problems that pop up in database development). Frequently, the stuff that is important for people who manage is different from the stuff that is important for people who teach, and their stuff is different from that which is important for managers who have to justify programs to the legislators who provide the money. We are all faced then with a key task, the identification of what information we want or need to save. Your eventual database will reflect lots of trade-offs between what would be nice and what would be efficient to save. So, work from both ends. Make lists of the data you would like to keep and make sample drawings of reports you would like your system to generate. Remember the old computer axiom, "GIGO"—garbage in, garbage out.

A database is a place to put your stuff. The next set of problems is where and how we save the stuff. If you think back to the old computer cards, they were nothing more than index cards with holes in them. Each card could store one piece of information, and the holes meant that they could be sorted so that all the cards with a hole in the same place could easily be grouped. Well, that still is at the heart of a database—designating a place to put a predefined piece of information and making it possible to quickly manipulate (sort, add, subtract) it. The most familiar examples are forms (a page with predefined places to put specific information) and reports (rows and columns of data each in a predefined place). Their electronic equivalents are databases and spreadsheets. In effect, your computer will sort through your electronic index cards, counting and tabulating thousands of times a second so that you can end up with a final count of some specific data, e.g. the number of left-handed females who live

The 'Paper Flow': Collecting Student Data for the Bureau

BY MARY SCHMIDT

This is a time of transition from paper to electronic submission for most programs in the method of reporting student data to the Bureau of ABLE. The important thing to remember is that specific statistics on every student, staff member, and volunteer need to be documented and that all records must be kept confidential.

In addition to Bureau records, your sponsoring agency may have its own registration requirements as well. Agency records vary from program to program, so be certain to know exactly what is required of you. Often the student's signature in ink is required, so be sure to obtain this on your first meeting in case that's the only time the student attends.

Develop a flow: a system for registering your students, collecting their data, filing their records, and scheduling post-tests, surveys, and evaluations. If you plan a system for data collection and follow the eight steps listed here, you will have adequate intake-to-exit records for reporting student data to the Bureau:

1. **Intake data:** Record student intake data directly on a Bureau form if it will be submitted on paper, or on a similar form if it will be transferred to an electronic file. (This is the time to obtain the student's signature.)

2. **Pre-test:** In whatever way your program assesses students at intake, a pre-test provides a baseline record of the student's level or grade.

3. **Enter data:** Enter the data on the computer or Bureau intake forms and back it up with class files of intake forms and test scores.

4. **IEP:** Establish a portfolio containing an Individualized Educational Plan (IEP) for each student and maintain it in a class file. It might include student goals, a writing sample, student reading level, math-skill indicator, a learning-style inventory, and any other relevant documents.

5. **Attendance:** Keep attendance records for all students for documentation on program exit documents. File in class folders with intake data.

6. **Post-test:** Test students again when they leave your program to establish the amount of growth from intake to exit. Keep exit-document scores in class files.

7. **Record results:** Record 1) student intake data, 2) attendance, 3) pre- and post-test data, and d) goals attained on student documents for Bureau statistics. Provide this data to the Bureau by the state deadline.

8. **Evaluation survey:** Program evaluations and surveys completed by students are valuable documents to help meet student needs. Have students evaluate program components on a yearly basis and retain the forms in your class files.✦

PDE REPORTING REQUIREMENTS

BY WILLIAM F. MURPHY

The chart below lists information on the forms required to be submitted by all programs receiving federal and/or state funds through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

For further information you may refer to the following reference materials: *Section 322/Act 143 Application Guidelines* and Rider A, Terms, Conditions and Assurances to the Standard Contract (PDE 3834 or PDE 3835). For student/staff data reporting see *Instructions: ABLE Data Forms*.

Form#	Description	# of copies	Reporting Date(s)
Section 322, Act 143, Section 353:			
	Adult Basic and Literacy Education Programs Application		
PDE-3834/3835 PDE 5035 PDE 5036	Standard Contract Program Budget Program Narrative	5	Specific dates are provided in the announcements of availability of funds.
PDE-4028	Student Intake/Data Form	1 enrollment 1 closeout	Enrollment page at intake. Closeout page by August 1.
PDE-5015	Staff Data Form	1 per staff per contract	No later than May 1.
PDE-3066	Program Data Form	1 per contract	No later than May 1.
PDE-2030	Reconciliation of Cash on Hand/ Quarterly Report	1 per quarter	10th of Oct., Jan., April, July.
PDE-5044	Summary of Final Expenditure	2	Within 60 days of end of program.
Section 353 (additional):			
—	Interim Report	2	January 31
	Final Report	5	August 31

See Section 353 application guidelines for special reporting requirements for specific types of projects.

within two miles of the school and were born before 1950.

Realizing that not everybody likes to spend time figuring out how to keep track of their stuff, the Bureau of ABLE has made available to programs a predeveloped database that meets all of their data reporting requirements. You simply need to provide two things: a) appropriate equipment to run the programs and b) staff who will learn how to run the software that the database is built on. You might want to augment the core data (remember, your needs are not the same as the PDE's), and the system has the capacity to add items you might want that are not in the basic system. Or, simply build a supplementary backup system.

Stuff isn't much good if you don't use it. This is the real meat of using a database for program administration, and it too is pretty simple. Your database should be able to provide you with answers to a few basic questions: Who? What? When? Where? and How much? As a program manager you should be asking all of these questions and expecting accurate answers at least on a monthly basis, preferably more often.

- Whom are you serving, both in terms of who is supposed to be there and who are actually showing up? (If they aren't showing up, why not?)
- How many hours of service have been delivered for how much money?
- How much have students changed?
- How close are you to meeting your program objectives?
- Where are you compared to last year at this time?
- Are there any patterns in the data relative to problems or successes?

These questions reflect underlying managerial issues such as the degree to which data drives organizational structure and delivery, your program's belief in continuous improvement, the objectivity of internal program evaluation, and general accountability. How much you get out of your data system will depend on what you want to get out of it. If you are satisfied with a few simple totals you will have that, but if you want to dig deeper into the status of your program, then you will need to ask more of your system. The statewide system is there for your use, but before you will be able to push it to its fullest you will need to sit down and give some thought to how you intend to use the data that it will generate.✦

ADMINISTERING THE INSTRUCTIONAL PROGRAM

BY PEGGY McGUIRE

Administration of an adult basic/literacy education instructional program that meets the expressed needs of adult learners is a complex and challenging task. We are charged to develop an Individual Educational Plan (IEP) with each adult learner, and to implement instructional and support strategies that will further each plan. Assuming that we utilize the necessary time, personnel, and resources to engage in a thorough intake/assessment process with these adults, the instructional program will more likely meet learner needs if program staff/volunteers:

- engage participants in an authentic and ongoing process of goal-setting.
- work from a conscious and explicit instructional stance.
- integrate supportive strategies into the instructional program.

SETTING GOALS

Administrators are answerable to many stakeholders in our work, so we must be aware of the variety of goals at issue in instructional planning—especially as they sometimes need to be weighed and balanced against each other in program decision-making.

Adult learners engaged in a serious, ongoing, and thoughtful process of goal-setting will identify a wealth of ways to utilize education to improve the quality of life for themselves as individuals, family members, productive workers, and concerned citizens. Thus, goal-setting ought to be a structured and documented activity in which learners are encouraged to think about themselves in these ways; to set both short- and long-term goals in all of these areas; to plan for specific action toward meeting goals; and to regularly review progress, revise plans, set new goals, etc.

Programs must clearly articulate goals as well, because they will have a direct impact on instruction. In a strong program, those goals will follow directly from a well-expressed and widely understood organizational mission statement. What is the special role of our agency in this field? Do we offer education to prepare people to be successful workers? to be powerful community advocates? to strengthen their families? to go to college? to achieve economic self-determination?

Finally, we need to take into account the goals of **funders and policy-makers** whose concept of program effectiveness often involves outcomes that can be numerically measured (attendance hours, increases in standardized test scores, number of students passing GED exam/leaving welfare rolls/obtaining jobs, etc.).

To take all of these goals into account most efficiently, and ultimately most successfully, we can create a planning and evaluation process that ***authentically includes members of each of these stakeholder groups from the beginning***. Each of us knows best the unique opportunities and obstacles that our local context presents to this undertaking; think about it, get creative, and get people involved!

THE INSTRUCTIONAL STANCE

When we make decisions about instructional objectives, activities, and materials, we are in fact acting from a set of beliefs and assumptions about our work that we have developed over time, whether we are consciously aware of them or not. For instance, we have heard much recently of the terms "learner-centered" and "participatory" in reference to ABLE; many program administrators claim that these terms accurately describe the education their agencies promote. A "reality check" of day-to-day activities requires those who have decision-making power to uncover their own attitudes in these areas. Who, in fact, ought to be at the "center" of learning in our programs? Who knows best what learners need? Whose goals are most pressing in our program planning? And what about participation? Who ought to be participating in which aspects of our instructional programs? Who has the necessary experience and expertise?

Effective administrators of instructional programs thus act from an explicit instructional stance—understanding the variety of goals at stake, examining their own beliefs and doubts, engaging other stakeholders in similar ongoing reflection, and making instructional decisions only when such decisions are informed by this intentional and honest inquiry. They are now prepared to work with staff and learners to develop appropriate instructional objectives and the strategies that will best meet them. Given what students need and want to learn,

- What is the most appropriate format for instruction here? Do we need to offer individualized tutoring or would it be better to work in a group?
- Are learners interested in forming collaborative learning groups in which they can identify common interests and take an active role with a facilitator in planning, implementing, and evaluating instructional activities?
- Based on our shared goals and interests, where can we find good curriculum materials? Or do we need to develop some new ones?
- And what kinds of training and support do we need to participate in these activities?

INTEGRATING SUPPORT STRATEGIES

We know that access to support services in our educational programs (child care, transportation, counseling, etc.) improves student retention and, therefore, the likeli-

For more detail on curriculum and instruction in adult basic and literacy education programs, please consult *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition*, and other instructional guides.

hood of academic achievement. However, internal supports, planned into the instructional program, can also have a direct positive impact on adult learning.

On the one hand, the physical site of educational activities sends strong messages about learning goals and values. Is the space set up to support privacy? collaboration? Is it warm and comfortable? well-lighted and ventilated? Where do learners sit in relation to the teacher and each other? Where is the instructor?

On the other hand, curriculum content can be planned and resources developed in such a way as to directly draw reading/writing/reflection/discussion skill-building activities from the issues that learners identify as most critical to them. Again, the message we send in doing so is strong: learning happens in meaningful context rather than when "academics" and "support" are separated.

Finally, administering an effective adult basic and literacy education program involves bringing together all our stakeholders to reach clarity of organizational goals and values; to plan activities that reach the adult learner as a whole person, reflecting strengths and meeting needs; and to constantly monitor, evaluate, and plan again for the future.✦

THE GED IN PENNSYLVANIA

The Tests of General Educational Development (GED) were first developed in 1942 to provide World War II veterans with an opportunity to earn a high school credential. Today, the program's purpose is to offer all adults a second chance for a diploma. The tests measure the outcomes and concepts of a high school education in the core content areas of arts and literature, English and essay writing, social studies, science, and math. Approximately 800,000 people test each year nationwide, with more than 25,000 testing in Pennsylvania. Last year, 17,941 Pennsylvania adults earned their Commonwealth Diploma by passing the GED test battery.

The GED testing program in Pennsylvania is operated under the guidance of the GED Testing Service of the American Council on Education. All states, ten U.S. territories, and ten Canadian provinces have contracts to conduct testing using leased tests and supporting materials. Also, each jurisdiction must have an Administrator who directs the implementation of the testing program, with Chief and Alternate Examiners at each Test Center.

The GED Testing Service staff develops all tests under a continuous program that ensures that three different English tests are introduced each year, along with one French and two Spanish tests. The annual exchange of tests, along with a strong emphasis on test security and standardized testing procedures, are the backbone of the credibility effort. Also, the Testing Service each year conducts a "norming" evaluation with the participation of graduating high school seniors from schools across the nation. This study allows the GED staff to accurately establish a passing score that equates to a score made by a graduating high school senior who has shown competency in the core content areas listed above. Presently, the minimum passing score to receive a Commonwealth Diploma is 225 total points, with a minimum score of 35 on each of the five tests of the GED battery. A new minimum standard of 225 total points, with a minimum score of 40 on all five tests of the battery, will become effective on January 1, 1997.

Pennsylvania has 83 GED Test Centers (see p.62). These test centers are located in high schools, community and junior colleges, colleges and universities, and intermediate units. Also, Pennsylvania has more than 80 Test Centers in institutions to serve adult candidates who are residents in the institutions. The goal of all centers is to provide GED testing opportunities to as many adults in Pennsylvania as possible. Testing fees vary by center and range from $25 to $45, depending on the operating costs of the Test Center. The centers are managed by Chief Examiners who are assisted by one or more Alternate Examiners and designated test proctors. The Chief Examiners are responsible for ordering test materials, establishing testing dates, conducting test sessions, grading tests and forwarding the results to the State Administrator's office in the Pennsylvania Department of Education. The State Administrator's office records all grades and is Penn-

The GED at a Glance

Test	Content Areas	# of Items	Time (min.)
Writing Skills	PART ONE Sentence Structure Usage	55	75
	PART TWO Essay	—	45
Social Studies	U.S. History Geography Economics Political Science Behavioral Science	64	85
Science	Biology Earth Science Physics Chemistry	66	95
Interpreting Literature and the Arts	Popular Literature Classical Literature Commentary	45	65
Mathematics	Arithmetic Measurement Number Relationships Data Analysis Algebra Geometry	56	90
TOTAL		286	455 minutes (7.58 hours)

sylvania's only official repository of all GED testing records.

Any Pennsylvania resident above the age of 18 who does not possess a high school credential may take the GED test and, upon passing, receive a diploma. Persons 16 and 17 years of age may qualify to test if they meet certain waiverable conditions having to do with prerequisites for work or postsecondary education opportunities. A waiver must be requested in writing to the Chief Examiner. There are 125 adult education programs in Pennsylvania that teach GED test preparation courses. In 1994, more than 17,000 adult students participated in GED classes, with 5,927 taking the GED test battery. Of that number, 3,599 met the passing standard and received a Commonwealth Diploma.

With the increased emphasis on education and the technological changes occurring in the workplace, the GED program should continue to grow. Adult education providers in Pennsylvania teach and test only a very small percentage of the very deserving adults who do not have a high school credential. Pennsylvania's adult education community has the capability to serve many more adults and looks forward to that opportunity.✦

CONSIDERATIONS FOR AN ENGLISH AS A SECOND LANGUAGE PROGRAM

BY SANDY STRUNK

Administering an English as a second language (ESL) program offers varied and unique challenges for the ABLE program administrator. In fact, in Pennsylvania, English as a second language is somewhat of a misnomer since, for many adult students, English may be a third or fourth language. It is important for the program administrator to understand the background and culture of the limited-English-proficient (LEP) families in her or his area before making critical decisions such as the scope of the program, number and size of classes, and selection of appropriate teaching personnel. As with all ABLE classes, local context is central to program administration. An ESL class in a large university town, for instance, may look very different from an ESL class in a small rural location. While all adult language-learners share a lack of proficiency with English, their literacy needs are as complex and varied as those of native speakers.

Determining the scope of the ESL program may depend on numerous factors, including the amount of available funding, the focus of other ESL programs operating in the area, input from stakeholders, and, most importantly, the short- and long-term goals of the language learners themselves. While some programs offer LEP adults instruction ranging from basic American survival competencies to TOEFL (Test of English as a Foreign Language) preparation, other programs limit their focus to employability and/or citizenship instruction. The key is to be as responsive as possible to the basic education needs of adult language learners.

CLASS STRUCTURE

The number, size, and location of classes are closely related to the scope of the program. If the program is committed to meeting the needs of all LEP adults, from those who are not literate in their own language to those who are hoping to gain admission to a college or university, classes must be structured to provide optimum learning for each group. Those ESL students who are not literate in their own language rarely do well when grouped with highly literate adults. In fact, if low-literate language learners share a common spoken language, it may be that native language literacy instruction should be considered. Needless to say, class size for these learners should be kept as small as economically feasible.

Grouping multiple classes or small groups of learners at one location adds a social dimension to language instruction which may positively impact both motivation and retention. In a large multicultural community, multiple class grouping provides an opportunity for adult learners who share a common language and/or culture to interact regularly. In addition, offering varied levels of instruction at one site allows friends and family with differing degrees of language proficiency to travel to class together. Similarly, in a rural community where adult learners are often socially isolated, language classes provide a valuable opportunity for learners to meet other adults who are struggling to adapt to the American language and culture. Language is a social activity; creating a culturally rich learning environment which is conducive to social interaction will, inevitably, increase student learning.

A TEACHING SPECIALTY

There is a common misconception that any native speaker of English, with a little training, could be a suitable ESL instructor. Quite to the contrary, the complexities of spoken and written English demand that ESL instructors master a wide spectrum of skills, ranging from an understanding of American intonational patterns to the intricacies of the present progressive passive voice to techniques for teaching process writing. The best candidates are graduates of TESOL (Teaching English to Speakers of Other Languages) programs or educators with a strong background in linguistics and/or language learning. If candidates with these qualifications are not available, the burden will fall upon administrators to provide ESL instructional staff with the professional development opportunities they need to cope with the complexities of language teaching.

There is no one program design formula that works for every group of adult ESL students. Language learners are a diverse population, and adult basic and literacy education classes must be responsive to this diversity. Although this frequently presents unique challenges for program administrators, it also brings rich cultural traditions to the learning environment that, ultimately, benefit everyone.✦

SELECTING MATERIALS FOR USE IN ADULT BASIC AND LITERACY EDUCATION

BY ROSE BRANDT

Selecting instructional materials for adult basic and literacy education programs involves two questions, one on the process—Who should select instructional materials?—and the other on the end product—What materials are best to use? While other factors such as program goals; requirements of training programs or the GED test; the levels, needs, interests, and goals of individual learners; and materials budgets all need to be considered in the selection of instructional materials, they are beyond the scope of this article.

WHO SHOULD SELECT INSTRUCTIONAL MATERIALS?

Decisions about instructional materials should be made as close as possible to where learning is happening. Learners should be directly involved in the process. Initially, they might need to be given materials, but, over time, if instruction includes reviewing materials and building awareness of the learning process, learners can participate in the selection of materials. Involving learners in this process has several advantages: it breaks down the myth that learning happens to a person; it ensures that materials are relevant and motivating to the learners; and it prepares them for lifelong learning.

Instructors (teachers and tutors) have the next most immediate contact with the learning process. They can select instructional materials that reflect the day-to-day reality of learners and meet individual and group needs. Instructors can also begin to get learners involved in the process of selecting materials by facilitating discussions about materials, bringing samples of materials into class for learners to review and evaluate, and sharing their own reasons for selecting materials.

The administrator's role in the selection process is one of providing leadership, gathering information, providing feedback and professional development, and balancing need against resources. The administrator needs to communicate program goals to staff, get a clear picture of what is happening in instructional settings, provide feedback to instructors of their findings, and assure that staff have or develop the expertise needed to select appropriate instructional materials.

WHAT MATERIALS ARE BEST TO USE?

Materials selected should reflect sound principles of adult education. The characteristics of the learners need to be considered, including not only basic skills, reading, writing, and math, but also perceptions about learning, risk-taking behavior, critical thinking skills, and understanding of the learning process.

Basic skills "levels" are commonly considered in selecting materials, but other equally important characteristics seldom are. Learners' perceptions, for example, affect both the materials they expect to use and how they expect to use them. Initially, instruction might meet learners where they are in terms of perceptions by beginning on page one of a workbook. However, over time, diverse materials can be used in a variety of ways (e.g., finding a newspaper article that refutes a passage in a workbook) to help learners understand that learning is an active process of selecting those materials and activities that meet one's goals from an almost unlimited pool of resources. Similarly, consideration of risk-taking behavior might lead to selecting more challenging materials for a high risk-taker while selecting safer materials for a low risk-taker (on the same skill "level").

The selection of materials and techniques cannot be separated. For example, "higher-level" reading materials can be used with "lower-level" readers using assisted reading. Beginning writers can accomplish writing tasks with the help of a tape recorder or scribe. And math reasoning can be developed in spite of limited computation skills by using a calculator. Likewise, the teaching of higher-order skills is often reserved for "higher-level" learners when, in fact, all materials used in the education of adults (and the techniques for using these materials) should involve an active exchange between the learner and the material.

Materials should provide positive images of learners' genders, cultures, and religions. They should be primary sources when possible: the newspaper, a bus schedule, current novels, or the Declaration of Independence, not just others' interpretations or abridged editions of these. Reading what was actually written or said helps learners understand the empowering nature of literacy. Likewise, learners should explore materials that express differing views to demystify the written word and to support learners in finding and expressing their own voice.

In summary, in effective adult basic education programs, the two questions—Who should select instructional materials? and What materials are best to use?—blend, and the process of selecting materials and the nature of the materials selected become part of an ongoing dialogue between learners and practitioners.✦

Finding Materials for Your Adult Students

For a list of publishers, including software companies, serving the adult education market, see *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition.* For more information on selecting commercial and other instructional materials and to preview materials, contact your State Literacy Resource Center.

READING, WRITING, ARITHMETIC, AND COMPUTER LITERACY

BY DEBRA G. BURROWS

Many program administrators indicate that they would like to utilize computers in their programs but can't afford them. The fact is, we can't afford *not* to use them. Although we acknowledge the importance of the traditional three Rs—reading, writing, and arithmetic—we must also acknowledge a fourth "R"—or "C," which represents *computer literacy*.

In today's world of computerized manufacturing processes, automated teller machines, and robotics, adult students must be computer-literate just as they need to be literate in reading, writing, and mathematics. Administrators need to provide adult students with the opportunity to develop computer skills as well as traditional literacy skills if they are to prepare them for the demands of the economic environment and labor market in which they must compete. This can be done through helping adult students to overcome their apprehensions about computers by introducing them to their uses, giving them a chance to obtain experience using computers, and making computers a routine component of their educational program.

Four critical areas must be addressed in delivering computer-assisted instruction (CAI): obtaining hardware, deciding how to integrate CAI, selecting software, and training staff.

OBTAINING HARDWARE

Obtaining hardware in light of the perennially limited budgets with which most adult education programs must operate is challenging but not impossible. Approaches to obtaining hardware include:

- Purchasing hardware with program funds earmarked for administration.
- Obtaining equipment funds from non-PDE sources such as community foundations; service organizations (Rotary, Jaycees, AAUW, etc.); and corporate foundations.
- Leasing equipment with PDE program funds.
- Sharing local school-district or university computing labs/facilities during off-peak hours (evenings, term breaks, etc.).
- Conducting equipment fundraising campaigns.

DETERMINING HOW TO DELIVER CAI

All too often, CAI is limited to the use of remedial software packages and resembles rote, programmed learning. Such an approach has limited educational value and should be considered only a part of a much larger and varied CAI strategy. Suggestions for CAI delivery include:

- Provide a short introductory computer-awareness module for students that addresses basic computer topics such as vocabulary, turning on/off, using disks and CDs, navigating the keyboard, etc.
- Once students have completed the introductory module, encourage them to use "typing tutor" software to improve their keyboarding skills.
- Incorporate several computers and printers into the ABLE classroom to be used by students as needed. This configuration is in contrast to the *computer lab* approach where ten or 20 machines are lined up in rows and students take part in a structured lab activity. Computers should be an *integrated* part of learning and used as a resource, much like an encyclopedia or a set of flashcards. This approach is particularly effective in the open entry/open exit environments common to ABLE programs.
- If at all possible, provide Internet access on classroom computers to enable students and staff to use online resources and participate in online activities. Such activities have been shown to be highly motivational.
- In addition to traditional remedial applications which students work on independently, provide students with opportunities to learn by doing *real-world* activities such as publishing a newsletter (learning word-processing, spelling, grammar, punctuation, and creative writing skills in the process); writing an essay that requires research that can be done with a CD-ROM encyclopedia and atlas; corresponding with other students via e-mail; or using a financial program to maintain a checkbook. All such activities are effective in developing critical thinking skills and provide students with an understanding of how computers are used in the workplace and in everyday life.

SELECTING SOFTWARE

Software selection is best done by the teachers or tutors who will be using it. A large amount of information regarding the most appropriate software for meeting specific objectives, appropriateness for adult learners, grade levels, hardware compatibility requirements, etc., is now available. Staff should be encouraged to:

- Interact with other adult educators regarding their experiences with certain software applications.
- Review Section 353 projects (available through State Literacy Resource Centers) and publications such as those prepared by the National Center on Adult Literacy that provide software reviews and evaluations, and read reviews in trade magazines/journals such as *Technology and Learning*, *MacWorld*, etc.
- Take advantage of "review before buying" options offered by many software companies.
- Use online capabilities to obtain shareware at minimal cost, and to interact with others about their experiences with various software packages.

TRAINING INSTRUCTIONAL STAFF

Staff training is probably the most important aspect of providing CAI experiences for adult learners and is available through a variety of sources.

- Encourage staff to participate in technology-training opportunities.
- Regional Professional Development Centers can ar-

range for training on specific technology-related topics when a local need is identified. Request such training to address particular staff needs as they arise, or encourage staff to attend those scheduled by the PDC.

- Identify inservice programs conducted by the adult education program's sponsoring agency. Adult educators employed by school districts and colleges/universities may be able to participate in many technology-training opportunities that are available to their K-12 or postsecondary colleagues.✦

STRATEGIES FOR KEEPING STUDENTS ATTENDING

BY NANCY WOODS

Adult learners vote with their feet! Providers of adult basic and literacy education services have the privilege and the responsibility of defining the challenge of learner retention issues with staff, learners, and instructors prior to new-student enrollment.

Adult learners enter adult education programs to meet their own specific needs. Successful retention starts with a staff well trained in **listening skills.** A program's first obligation is to understand why this adult came to you for help at this particular time of life. Making a commitment to enroll involves a relationship of mutual understanding and trust between the program and the learner. At the initial meeting, a well-trained, skilled interviewer should be prepared to guide learners through a process that encourages establishment of their own definition of a successful education experience. The interview is also the time to identify barriers to participation that would hinder success. These could include time restraints, work-schedule conflicts, transportation difficulties, family problems, inadequate child care, embarrassment, health problems, frustration with their own skill deficiencies, or any number of other concerns. By understanding why they might drop out at the start of their involvement, you will have a framework for outreach when and if absenteeism becomes a concern.

If possible, try to understand the learner's support system. Some relatives or friends may have encouraged the adult to enroll to upgrade their skills. Initially they are enthusiastic about the learner's progress. As the learner's skills improve, so does their self-sufficiency and self-confidence. This changing dynamic makes a difference in their relationship with friends and family members. The result can be a subtle undermining process by the people who were such enthusiastic supporters at the start. They wanted the person to learn but wanted the other comfort level and power dynamics to continue as they had been. **Transition can be difficult.** For learners to succeed in this situation, the education provider must help them establish a support network of new friends who also value education so that the sense of isolation brought about through change is balanced to minimize the sense of loss with the pride of growth. Resistance to change is a powerful factor in retention of adult learners. Occasional social activities that encourage learners to involve their friends or family in their progress can make a world of difference in their success.

Emphasis on listening to adult learners and guiding them to define personal education success, personal barriers, and resistance to learning issues prior to the program orientation and requirements can impact greatly on retention because the learners take ownership of their responsibility in the process.

Retention is dependent on the staff's knowledge and sensitivity. Staff training should include a clear understanding of the program's mission, goals, objectives, policies and procedures, community-referral and support services, and a clear knowledge of the profile of adult learners they will be serving. Student success depends on trust that the program has achieved accountability for excellence in service to meet learner needs. A retention plan should be developed by a team that includes students currently enrolled, staff, instructors, volunteers, and appropriate community members. The program should have an accurate analysis of attendance/drop-out statistics. Questions to consider include numbers of students recruited, students continuing from the previous program year, students who met personal or program goals, students who transferred to other education and training programs, and noncompleters. Identify reasons for drop-outs. Did the learner lose interest, have personal problems or illness, move, have transportation or child-care problems, or run into work or schedule conflicts?

When adult learners enter a program that respects human dignity, provides quality education relevant to their needs and learning capacity, and clearly defines the expectations for successful completion of learner and agency requirements, a bond of trust and commitment is forged that establishes a pattern for lifelong learning.✦

Why Do They Leave?

According to 1994-95 figures from the Pennsylvania Department of Education, participants in programs funded by the Bureau of Adult Basic and Literacy Education who left programs before completing their objectives reported the following reasons for their departures.

	Percentage
Health problems	5.5%
Child care problems	3.4
Transportation problems	2.9
Family problems	9.4
Location of class	.6
Lack of interest, instruction not helpful	7.4
Time the class or program was scheduled	3.5
Changed address or left area	7.9
To take a job	10.4
Released from institution	11.6
Went on to other training	3.5
Met personal objective	7.1
Financial	.3
Unknown reasons	26.4
TOTAL	100.0%

“ ”

One of the heaviest burdens of my life was lifted from my shoulders when I received my regular high school diploma through the Cumberland Valley School District's Adult Diploma Program. This was especially important since my daughter was a senior graduate the same year.

The diploma was a simple, but priceless piece of paper that paved the road to a brighter and more prosperous future. It has included not only a higher self-esteem, but a college degree and the opportunity to return to the diploma program as an advisor.

✦

Margaret (Peggy Wilson) Long
Class of 1969 and 1987
Cumberland Valley School District, Mechanicsburg

OUTSTANDING STUDENT AWARDS

BY SHERRY ROYCE

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education honors ten outstanding adult students. Finalists are selected from some 60,000 adult learners participating in the Department's literacy tutoring, ABE, ESL, and GED classes. The awards ceremony honoring the winners has become an annual feature at the Mid-Winter Conference on Adult Education.

In October, program directors are urged to nominate a program participant who, despite academic deficiencies and difficult life situations, has achieved extraordinary success. In December, a panel drawn from ABLE tutors, teachers, counselors, administrators, and state advisors selects outstanding students from the nominees. These ten individuals are honored at the conference. Pennsylvania's winners have also represented ABE/GED students at state, regional, and national conferences and have served in advisory roles to various adult education task forces.

Success Stories, a booklet honoring these winners, is published each year. It celebrates the achievements of adult students, who, through education and empowerment provided by ABLE programs and practitioners, have triumphed over adversity to become an inspiration to their families, their classmates, and leaders in their community and our Commonwealth.

Following the model set by Pennsylvania, the American Association for Adult and Continuing Education (AAACE) coordinates a national search to identify and honor outstanding adult learners. To nominate a student for the national award, contact AAACE, 1200 19th St., NW, Ste. 300, Washington, DC 20036.✦

GED ALUMNI SUPPORT: A TWO-WAY STREET

BY CAROL MOLEK

Program administrators need to view alumni as an important asset. Your alumni can be an invaluable support for your program but will also require support from your staff in order to achieve goals you establish. Why bother? Once your students have completed an ABE or GED program they are no longer your responsibility. However, just as the alumni of a university go on to become examples of the services of that institution, your alumni represent you to future participants, employers, and the community.

How can you support alumni? One way is to follow up with them. Keep in touch to learn how your program has affected their lives and to see what further assistance you might offer. Follow-up can take many forms: phone calls, letters, surveys, home visits, informal contacts in the supermarket, etc. All contacts should be documented and should become part of that student's record in your agency. You can learn much about your program from this data.

Another way to support alumni is to offer additional services to them within your agency or to make appropriate referrals to other community resources. Services you may offer include: volunteer opportunities, recognition events, family nights, "what's next?" groups, job clubs, and alumni groups.

Starting an alumni group requires only a few, motivated individuals. These key people can generate the involvement of others but some staff support of this organizational effort is still necessary. Your staff can encourage the use of networking techniques to increase membership. The success of the group depends on providing interesting activities and sound leadership. When organizing any alumni group keep in mind the fact that alumni's needs are in a state of flux. Often, the association's role in a member's life is to provide a transition to next steps in a person's development, so involvement is not necessarily long-term. Group continuity can be maintained by transferring leadership from one key group to another.

What support can you expect to get from alumni? Alumni should be your greatest supporters in the community. They can get the word out in the community about the need for and development of adult education services. Alumni may be encouraged to lobby for legislation to maintain funding and continuity of service. Your success stories are your best selling point with legislators. Alumni can also support community service projects. These types of activities involve staff and students on a new level and are often a student's first experience in community service. Your alumni are your best sources of volunteers: for tutors, agency tasks, fundraising, and, most importantly, recruitment. Their support will enrich your program and promote its long-term success.✦

5

RESOURCES AND DIRECTORIES

THE ABLE ADMINISTRATOR'S ESSENTIAL BOOKSHELF

BY CHERYL M. HARMON, CHRISTINE KEMP, AND SHERRY ROYCE

To be an active planner in the survival of a local program, adult basic and literacy education administrators must be familiar with sources of the latest information—in text or online—to project program needs of the adult learner.

This bookshelf cites many resources that are available to ABLE program administrators at low or no cost. Most of the references are available from either State Literacy Resource Center (see article on SLRCs, p.38) for preview. They are listed below by category.

Some additional references cited in *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition* (pp.52-54) are relevant to the job of the program administrator. The *Handbook* should be retained by both staff and the program administrator.

ANNOTATED BIBLIOGRAPHIES

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Each chapter contains an introduction by a leading authority, followed by a review of core resources, plus additional annotated listings. Selections, recommended by a nationwide panel of literacy specialists, include classics, compilations of literacy research, timely topics, and instructional strategies.

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Professional development resources cited include issues of *Adult Learning* (AAACE) and *Educational Leadership* (Phi Delta Kappa), as well as books, journals, ERIC Digests, Occasional Papers, and Document Reproductions, and final reports of Adult Basic Education 353 projects.

Project Abstracts for the Fiscal Year 19xx-19xx. AdvancE State Literacy Resource Center and Western Pennsylvania Adult Literacy Resource Center, Commonwealth of Pennsylvania, Bureau of Adult Basic and Literacy Education. This annual publication provides abstracts of Section 353 adult education grant projects. Using the ERIC descriptor thesaurus, the booklet indexes completed projects by subject, such as curriculum, research, family and workplace literacy, ESL and tutoring, and special learning needs. Any Section 353 project may be borrowed from either SLRC and copied for staff/program use.

Expanding Theories of Adult Literacy Participation: A Literature Review. Karen Reed Wikelund, Stephen Reder, & Sylvia Hart-Landsberg, National Center on Adult Literacy, 1992, TR 92-01. This review of the research on adult literacy participation indicates that there are many deterrents to the widespread and sustained participation needed to attain the national goal of universal adult literacy. The concept of "participation" in literacy development must be expanded both theoretically and practically to be situated in the context of adults' lives as they perceive them. (from NCAL's "Current Publications")

Research Distilled. Tana Reiff, PDE 353 Project #99-4024, 1994. This is a 32-page compilation of the qualitative and quantitative research produced in Pennsylvania and nationwide from 1989-93 under 353 special project funding. The 48 projects featured are classified as: assessment and testing, curriculum and instruction, participation and retention, and surveys and evaluations. Each review includes a description of the purpose, procedures, a summary of

findings, contact person, and source for a copy of the full report or product.

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SUBJECT MATTER REFERENCES

Handbook of Adult and Continuing Education. S.B. Merriam & P.M. Cunningham. Jossey-Bass, San Francisco, CA, 1990. Collection of 48 chapters by 69 authors on adult education as a field of professional practice, adult learners and the educational process, major providers of educational programs for adults, and adult education program areas and special clienteles.

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Adult Literacy and New Technologies: Tools for a Lifetime. Linda Roberts, Kathleen Fulton et al. Office of Technology Assessment, U.S. Congress, 1993. This study considers why technology could make a difference in adult literacy, how it is currently used, and what should be done for potential use. The diverse web of adult literacy programs, unique instructional needs of adults, and requirements of literacy are discussed in light of current and developing technology tools.

Creating Environments for Effective Adult Learning. Roger Hiemstra, Roger (Ed.). New Directions for Adult and Continuing Education, No. 50. San Francisco: Jossey-Bass, (Summer) 1991. Anthology of writings by ten authors on developing hospitable learning environments for adults. Includes space/facilities/equipment considerations, attitudes, etc.

RESOURCES FOR PROGRAMS

Planning For Programs for Adult Learners. Rosemary S. Caffarella, Jossey-Bass, 1994. Foreword by Malcolm Knowles credits the author with taking the best of linear program models and creating a dynamic model, based on cooperation among planners, organizations, and learners.

Measuring Gain in Adult Literacy Programs. Richard L Venezky, et al., National Center on Adult Literacy, 1994. Ninety-two students were tested three times over seven months with a battery of norm-referenced reading and mathematics tests to investigate the measurement of gain. Results support construction of a multiple-indicator item to evaluate adult literacy programs. Such a system would be free of lower grade conventions, i.e. "grade-equivalent" scores.

Maintaining the Balance: A Guide to 50-50 Management. Anne DuPrey, Literacy Volunteers of America, Inc., 1992. The guide includes worksheets to help managers plan, implement and evaluate program effectiveness in a systematic way. The system holds that a 50-50 balance between intake and support functions is key to successful management.

RESOURCES FOR NETWORKING/COLLABORATION

Meeting the Challenges: Coordinating to Promote Self-sufficiency. U.S. Department of Health/Human Services, 1992. Handbook on collaborating with agencies that support clients of JOBS (Jobs Opportunities and Basic Skills Program). Very useful matrixes of federal programs and clients served.

Collaboration: What Makes It Work and ***Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.*** Amherst H. Wilder Foundation, 1994. This book contains exercises, fill-in pages, and tips on collaborating with various agencies, melding resources and embracing new ideas. A companion book discusses the research end of how collaboration works, how it comes about and how to avoid pitfalls of collaborative efforts.

RESOURCES FOR PROFESSIONAL DEVELOPMENT

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lation, affect, and competence.

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Literacy and Learning Disabilities: A Handbook for Literacy Workers. June W. Karassik, Learning Disabilities Association of Canada, 1989. The handbook provides information for literacy workers to identify clients who may have learning disabilities and includes practical strategies to address learning needs.

RESOURCES FOR WORKPLACE LITERACY

Workplace Literacy Interview Guide: Judging the Quality and Effectiveness of Literacy Providers. National Alliance of Business, 1995. This guide is written for employers who wish to contract with a literacy provider. Guide includes sample interview questions and "probes" to determine if prospective contractors offer high-quality workplace literacy programs. Authors include familiar names: Alamprese, Askov, Chisman, Stein.

JOURNALS AND NEWSLETTERS

Adult Learning. Source: American Association of Adult and Continuing Education (AAACE), 1200 19th St. NW, Ste. 300, Washington, DC 20036, (202) 428-5131.

ERIC Digests and Occasional Papers. Source: List of no-cost resources and single copies available at no cost. Send self-addressed, stamped (55¢) #10 envelope to User Services Coordinator, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090.

FOCUS on Literacy. Free bulletins featuring exemplary 353 projects from Pennsylvania and other states. Source: Royce and Royce, 1938 Crooked Oak Dr., Lancaster, PA 17601. Also available in America Online's Adult Literacy forum; keyword: *read* or *literacy*.

GED Items. Newsletter of latest developments in the Tests of General Educational Development and adult literacy topics. Free, GED Testing Service, American Council on Education, One DuPont Circle, Ste. 250, Washington, DC 20036-1193. (202) 939-9490.

Linkages. Free newsletter of the National Adult Literacy & Learning Disabilities Center. Source: Academy for Educational Development, National ALLD Center, 1875 Connecticut Ave. NW, Floor 9, Washington, DC 20009. (202) 884-8185. Fax (202) 884-8422.

Mosaic. Free newsletter featuring research notes on literacy. Source: PSU Institute for the Study of Adult Literacy, College of Education, 204 Calder Way, Ste. 209, University Park, PA 16801. Also available as a text file via America Online's Adult Literacy forum. Or download as a Microsoft Word file from AOL's Adult Literacy forum libraries: Technology section.

National Center for Family Literacy. Free newsletter. Source: NCFL, Waterfront Plaza, Ste. 200, 325 W. Main St., Louisville, KY 40202-4251.

NCAL Briefs. Two-page summaries of the National Center on Adult Literacy (NCAL) reports. Each brief provides a summary of research findings, key implications and recommendations, and information on how to order complete reports. National Center on Adult Literacy, University of Pennsylvania, 3010 Chestnut St., Philadelphia, PA 19104-3111. (215) 898-2100. Fax (215) 898-9804. Briefs available in alternative media including DOS-ASCII, Mac Word 5.1, e-mail (mailbox@literacy.upenn.edu).

NCAL Connections. Free newsletter of the National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, (215) 898-2100, fax (215) 898-9804, or request via e-mail (mailbox@literacy.upenn.edu). Also available to download from NCAL's Internet Gophersite.

PAACE News. Free with membership in the Pennsylvania Association for Adult Continuing Education, Box 3796, Harrisburg, PA 17105-3796.

Report on Literacy Programs. Current national news, organizational and grant information. Section 353 projects and Pennsylvania programs occasionally listed. Bi-weekly $260. Business Publishers, Inc., 951 Pershing Dr., Silver Spring, MD 20910-9973. (800) BPI-0122.

Resource Update. Adult Learning & Literacy Clearinghouse. U.S. Department of Education. Periodical includes listing of federal projects, new products in adult literacy and the *FACTSLINE* document by fax service. Products on or about the Internet are listed in this fax service, especially in "technology" series at 15000 and in the *Resource Update* at 04001. *Call FACTSLINE* at (202) 401-9570 for voice prompts and fax order numbers.

TESOL Quarterly. Free with membership in Teachers of English to Speakers of Other Languages, 1600 Cameron St., Ste. 300, Alexandria, VA 22314-2751, (703) 836-0775.

The Math Practitioner: The Newsletter of the Adult Numeracy Practitioners Network. Free with $10 membership in the network. Source: Rose Steiner, Billings Adult Education Center, 415 N. 30th St., Billings, MT 59101.

What's the Buzz? Pennsylvania Adult Basic and Literacy Education's Professional Newsletter. Source: Adult Education Linkage Services, Box 214, Troy, PA 16947. Also available in America Online's Adult Literacy forum.◆

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GLOSSARY OF RELATED TERMS, AGENCIES, AND ORGANIZATIONS

Act 143 of 1986 Pennsylvania's state adult literacy education program designed to provide basic educational skills training in reading, English (including English as a second language), and mathematics.

Adult Basic Education (ABE) Federally funded programs designed for adults who have not attained functional competency in basic skills at the eighth-grade level. Also, the general designation for programs of instruction for adults at the basic skills/literacy level (also called ABE), English as a Second Language for adult immigrants and refugees (ESL), and General Educational Development (GED), or preparation for the GED tests. Limited English Proficient (LEP) is directed to adults who have had ESL but are not yet proficient in the use of English.

Adult Education Act Act of Congress providing for ABE programs administered through each state with active local sponsorship, amended by the National Literacy Act of 1991.

Adult Literacy & Technology Project Group studying the applications of computers in teaching adult literacy students. PCC, Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583, (415) 830-4200.

AdvancE One of Pennsylvania's two State Literacy Resource Centers (SLRC), at PDE Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333, (800) 992-2283 or (717) 783-9192; fax (717) 783-5420.

adult learning center A place where adults voluntarily congregate to learn in a structured learning environment. It is open full time and includes counseling services.

American Association for Adult and Continuing Education (AAACE) National and international association to promote learning opportunities for adults. Formed in 1982 as a consolidation of the Adult Education Association (AEA) and the National Association for Public Continuing and Adult Education (NAPCAE). 1200 19th St., NW, Ste. 300, Washington, DC 20036, (202) 429-5131, fax (202) 223-4579.

andragogy The art and science of teaching adults.

Bureau of Adult Basic and Literacy Education (ABLE) Office of Pennsylvania Department of Education that funds, monitors, and reports on ABE/Literacy/ESL/GED programs using federal and state funds. Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 333 Market St., 12th Fl., Harrisburg, PA 17126-0333, (717) 787-5532.

Bureau of State Library The Commonwealth office that is legally mandated to develop, improve, and coordinate library services and systems to meet the educational, informational, and research needs of citizens of all ages. It administers the AdvancE State Literacy Resource Center.

Commission on Adult Basic Education The national organization for staff of ABE/GED/ESL/Literacy programs, a division of AAACE. Holds annual conference specific to these areas and publishes *Adult Literacy and Basic Education* journal, indexed in ERIC. Contact AAACE for membership information.

community education The process by which individuals; community groups; organizations; and local, private, and governmental agencies cooperate to provide educational, recreational, vocational, cultural, social, health, and other related services to meet community needs through the use of educational and other facilities.

community-based adult education Basic educational programs offered through or at community agencies and locations other than public schools.

community-based organization Organization such as community action agencies and literacy councils who receive at least part of their funding from the municipal community and/or private or corporate donations.

competency-based adult education (CBAE) A performance-based process leading to mastery of basic and life skills necessary to function proficiently in society.

Contact Literacy Center Box 81826, Lincoln, NE 68501, (402) 464-0602. Organization promoting communications in the field of functional literacy. Publishes monthly newsletter, *The Written Word*, and provides a literacy hotline, (800) 228-8813.

distance education Delivery of instruction or educational information through media in order to circumvent the separation of teacher and learner by distance and/or time.

Educational Resources Information Center (ERIC) National information system which obtains and makes available hard-to-find, often unpublished, information in education. Access through the State Literacy Resource Centers.

English as a Second Language (ESL) Program to teach those whose primary language is not English.

Even Start A family-centered education program aimed at breaking the cycle of illiteracy through a cooperative effort to help parents assist their children in reaching their full potential as learners.

family literacy A holistic approach to short- and long-term eradication of illiteracy by seeking to address the educational needs of the "whole family," as defined by its members.

GED Testing Service The division of the American Council on Education that develops and distributes the Tests of General Educational Development (see below). One DuPont Circle, Washington, DC 20036, (202) 939-9490.

General Educational Development, Tests of (GED) A series of tests (Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, Mathematics) to demonstrate a competency level equivalent to that of a high school diploma; preparatory programs for the tests.

indicators of program quality Definable characteristics of programs used to measure whether programs are successfully recruiting, retaining, and improving the literacy skills of the individuals they serve.

Institute for the Study of Adult Literacy (ISAL) Action research unit at the College of Education, The Pennsylvania State University, 248 Calder Way, Rm. 307, University Park, PA 16801. Its goals are 1) research and development, 2) professional development, and 3) leadership in adult literacy. It publishes the free newsletter, *Mosaic*.

Jobs Opportunities and Basic Skills Program (JOBS) The work/education/training program for recipients of Aid to Families with Dependent Children (AFDC) as mandated for each state under the Family Support Act of 1988.

Job Training Partnership Act (JTPA) Federal law of 1982, that replaced the Comprehensive Employment and Training Act (CETA), that provides basic education and job-training opportunities for disadvantaged youth and adults.

Laubach Literacy International/Laubach Literacy Action Literacy organization with affiliate literacy programs throughout the world. 1320 Jamesville Ave., Box 131, Syracuse, NY 13210, (315) 422-9121.

Limited English Proficient *See Adult Basic Education.*

literacy The ability to use information to function in society, to achieve one's goals, and to develop one's knowledge and potential. This was the definition used as the basis of the National and State Adult Literacy Surveys. Within it were the areas of *prose literacy*, *document literacy*, and *quantitative literacy*.

Literacy Volunteers of America (LVA) A national organization offering tutor training and instructional materials for volunteer literacy affiliates. 5795 Widewaters Pkwy., Syracuse, NY 13210, (315) 445-8000.

National ABE Staff Development Consortium A unit of AAACE. For information contact Jean Lowe, GED Testing Service, One DuPont Circle, Washington, DC 20036-1163, (202) 939-9475.

National Center on Adult Literacy (NCAL) A research-and-development project for enhancing the knowledge base on adult literacy, established in 1990 at the University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, (215) 898-2100, fax (215) 898-9804.

National Clearinghouse on Literacy Education for Limited English Proficient Adults A USDE-funded clearinghouse. Contact Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292, ext. 200.

National Institute for Literacy (NIFL) Base for a national literacy network as authorized by the National Literacy Act of 1991. 800 Connecticut Ave., NW, Washington, DC 20006-2021, (202) 632-1500.

National Literacy Act Passed in 1991, the 1992-93 amendments to the Federal Adult Education Act.

Opportunities Industrialization Centers (OICs) Organizations dedicated to the reduction of unemployment and poverty for youth and adults.

Pennsylvania Association for Adult Continuing Education (PAACE) The state professional organization representing adult educators and service providers of programs in a variety of settings such as public schools, learning centers, community-based programs, state hospitals, state correctional institutions, county prisons, community colleges, universities, government agencies, and businesses and industries. P.O. Box 3796, Harrisburg, PA 17105.

Private Industry Council (PIC) Local group of community representatives responsible for planning and funding skills training with education monies from the U.S. Department of Labor.

Service Delivery Area (SDA) Region, usually a group of counties, serviced by a Private Industry Council.

Single Point of Contact (SPOC) Mandated by the Family Act of 1988, a joint initiative of the Departments of Welfare, Labor and Industry, and Education by which welfare recipients who have barriers to employment receive the education, training, job placement, and support services they need to become gainfully employed.

State Plan A federal-state agreement for carrying out the Adult Education Act.

Western Pennsylvania Adult Literacy Resource Center (WPALRC) One of Pennsylvania's two state literacy resource centers (SLRC). WPALRC, 5347 William Flynn Hwy. Rt. 8, Gibsonia, PA 15044-9644, (800) 446-5607, ext. 216, or (412) 961-0294, ext. 216; fax (412) 443-1310.

workforce literacy General term referring to upgrading of basic skills or job-specific skills of the labor force as a whole.

workplace literacy (or education) Job-specific basic skills training programs a the work site, designed to provide employees with academic and interpersonal skills.

Glossary of Abbreviations

"143"	referring to programs funded under Pennsylvania's Act 143, Adult Basic and Literacy Education Act of 1986 and its amendments of 1990 and 1996
"322"	referring to programs funded under the federal Adult Education Act, Section 322
"353"	referring to special adult education projects funded under the federal Adult Education Act, Section 353
AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education
ABLE	Adult Basic and Literacy Education; Adult Basic Learning Examination
ASE	Alternative Secondary Education
CAA/CAP	Community Action Agency/Program
CAI	computer-assisted instruction
CBAE	competency-based adult education
CBO	community-based organization
COABE	Commission on Adult Basic Education
DAEL	Division of Adult Education and Literacy (U.S. Department of Education)
ERIC	Educational Resources Information Center
ESL	English as a Second Language
ETS	Educational Testing Service
FY	Fiscal Year
GED	General Educational Development (Tests of)
GEDTS	GED Testing Service
IEP	Individualized Education Plan
INS	Immigration and Naturalization Service
IPQ	Indicators of Program Quality
IRA	International Reading Association
ISAL	Institute for the Study of Adult Literacy (at Penn State University)
JTPA	Job Training Partnership Act
LEA	local education agency; language experience approach
LEP	Limited English Proficiency
LLI	Laubach Literacy International
LVA	Literacy Volunteers of America
NAEP	National Assessment of Educational Progress
NALS	National Adult Literacy Survey
NCAL	National Center on Adult Literacy
NCLE	National Clearinghouse on Literacy Education
NEAEP	National Evaluation of Adult Education Programs
NIFL	National Institute for Literacy
NWLP	National Workplace Literacy Program
OIC	Opportunities Industrialization Centers
PAACE	Pennsylvania Association for Adult Continuing Education
PDC	Professional Development Center
PDE	Pennsylvania Department of Education
PIC	Private Industry Council
PSCAL	Pennsylvania State Coalition for Adult Literacy
RPDS	Regional Professional Development System
SALS	State Adult Literacy Survey
SCI	State Correctional Institution
SDA	Service Delivery Area
SEA	State Education Agency
SLRC	State Literacy Resource Center
SPOC	Single Point of Contact
TABE	Tests of Adult Basic Education
TALS	Tests of Applied Literacy Skills
TESOL	Teachers of English to Speakers of Other Languages
TLC	Tutors of Literacy in the Commonwealth
TOEFL	Test of English as a Foreign Language
USDOE	United States Department of Education
VISTA	Volunteers in Service to America
WPALRC	Western Pennsylvania Adult Literacy Resource Center

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GED TESTING CENTERS IN PENNSYLVANIA

This listing effective July 1,1996. For more information, call PDE at (717) 787-6747.

No.	County	Location	Address	City	Phone No.
0255	Adams	Lincoln IU 12	Billerbeck Rd., Box 70	New Oxford, PA 17350	(717) 624-4616
0475	Allegheny	YWCA of McKeesport	410 Ninth Ave.	McKeesport, PA 15132	(412) 664-7146
0630	Allegheny	Connelley Tech. & Adult Ctr.	1501 Bedford Ave.	Pittsburgh, PA 15219	(412) 338-3740
0640	Allegheny	North Hills HS	53 Rochester Rd.	Pittsburgh, PA 15229	(412) 367-6078
0430	Armstrong	Armstrong SD	410 Main St., Adm. Bldg.	Ford City, PA 16226	(412) 763-7151
0500	Beaver	CC of Beaver Co.	One Campus Dr.	Monaca, PA 15061	(412) 775-8561,x125
0225	Bedford	Everett Area Sr. HS	North River Lane	Everett, PA 15537	(814) 652-9114,x230
0660	Berks	Reading Area CC	10 S. Second St.	Reading, PA 19603	(610) 372-4721,x280
0020	Blair	Altoona Senior HS	1415 6th Ave.	Altoona, PA 16602	(814) 946-8278
0050	Bradford	Bradford Area SD	81 Interstate Pkwy.	Bradford, PA 16701	(814) 368-6076
0750	Bradford	Towanda Area HS	High School Dr.	Towanda, PA 18848	(717) 265-2101
0860	Bradford	Wyalusing Valley Jr./Sr. HS	RD 2, Box 7	Wyalusing, PA 18853	(717) 746-1498
0580	Bucks	Bucks Co. CC	Swamp Rd.	Newtown, PA 18940	(215) 968-8466
0595	Bucks	Upper Bucks Co. AVTS	3115 Ridge Rd.	Perkasie, PA 18944	(215) 795-2911
0780	Bucks	Wm. Tennent HS	333 Centennial Rd.	Warminster, PA 18974	(215) 364-5952, 5950
0060	Butler	Butler Area Sr. HS	165 New Castle Rd.	Butler, PA 16001	(412) 287-8721,x256
0350	Cambria	Greater Johnstown	1019 Broad St.	Johnstown, PA 15902	(814) 533-5650
0210	Cameron	Cameron County HS	Woodland Ave.	Emporium, PA 15834	(814) 486-3774
0340	Carbon	Carbon Co. Area Vo-Tech	13th St.	Jim Thorpe, PA 18229	(717) 325-4140
0030	Centre	Bellefonte Area Sr. HS	830 E. Bishop St.	Bellefonte, PA 16823	(814) 355-4833
0125	Chester	Chester Co. Job Dev. Ctr.	1525 E. Lincoln Hwy.	Coatesville, PA 19320	(610) 524-5014
0722	Clarion	Clarion Co. AVTS	RD 2, Box 1976	Shippenville, PA 16254	(814) 226-4391
0115	Clearfield	Plymptonville School	410 Shaw St.	Clearfield, PA 16830	(814) 359-3069
0420	Clinton	Lock Haven HS	300 W. Church St.	Lock Haven, PA 17745	(717) 726-7294
0480	Crawford	Crawford Co. AVTS	860 Thurston Rd.	Meadville, PA 16335	(814) 724-6024
0070	Cumberland	Carlisle Area SD	723 W. Penn St.	Carlisle, PA 17013	(717) 240-6803
0720	Cumberland	Shippensburg Area HS	317 N. Morris St.	Shippensburg, PA 17257	(717) 530-2736
0280	Dauphin	Hbg. Area CC	One HACC Dr.	Harrisburg, PA 17110	(717) 780-2480
0285	Dauphin	Penn State Harrisburg	1010 N. 7th St.	Harrisburg, PA 17102	(717) 772-3590
0090	Delaware	Showalter Middle School	1100 W. 10th St.	Chester, PA 19103	(610) 447-3650
0490	Delaware	Delaware Co. CC	Rt. 252 & Media Line Rd.	Media, PA 19063	(610) 359-5322
0680	Elk	Ridgway Area HS	1403 Hill St.	Ridgway, PA 15853	(814) 773-3156
0220	Erie	SD of Erie	1511 Peach St.	Erie, PA 16501	(814) 871-6252
0775	Fayette	IU 1 GED Test Center	1 IU Dr.	Coal Center, PA 15423	(412) 938-3241
0810	Franklin	Waynesboro Area Sr. HS	E. Second St.	Waynesboro, PA 17268	(717) 762-1191
0460	Fulton	McConnellsburg HS	E. Cherry St.	McConnellsburg, PA 17233	(717) 485-3195
0320	Huntingdon	Huntingdon Area Sr. HS	24th & Cassady Ave.	Huntingdon, PA 16652	(814) 643-2900
0330	Indiana	Indiana Area Jr. HS	245 N. Fifth St.	Indiana, PA 15701	(412) 463-8568
0670	Jefferson	Jefferson Co./Dubois AVTS	100 Jeff Tech Dr.	Reynoldsville, PA 15851	(814) 653-8265
0445	Juniata	Fermanagh-Mifflintown Elem.	S. Seventh St.	Mifflintown, PA 17059	(717) 436-2111
0700	Lackawanna	Scranton Technical HS	Adams Ave. & Gibson St.	Scranton, PA 18510	(717) 348-3568, 3487
0365	Lancaster	Adult Enrichment Center	31 S. Duke St.	Lancaster, PA 17602	(717) 293-7636
0175	Lancaster	Elizabethtown Area HS	600 E. High St.	Elizabethtown, PA 17022	(717) 367-1521,x204
0550	Lawrence	Lawrence Co. AVTS	750 Wood St.	New Castle, PA 16101	(412) 458-6700
0390	Lebanon	Lebanon HS	1000 S. 8th St.	Lebanon, PA 17042	(717) 273-9391,x68
0010	Lehigh	Dieruff HS	815 N. Irving St.	Allentown, PA 18013	(610) 820-2205
0080	Lehigh	Catasauqua HS	850 Pine St.	Catasauqua, PA 18032	(610) 264-0506
0690	Lehigh	Lehigh Co. AVTS	4500 Education Park Dr.	Schnecksville, PA 18078	(610) 799-1357
0830	Luzerne	Hazleton-Lackawanna Jr. Coll.	226 W. Broad St.	Hazleton, PA 18201	(717) 459-1573
0850	Lycoming	Williamsport Area SD	201 W. Third St.	Williamsport, PA 17701	(717) 327-5506,x3506
0050	McKean	Bradford Area SD	81 Interstate Parkway	Bradford, PA 16701	(814) 368-6076
0650	McKean	Port Allegheny HS	200 Oak St.	Port Allegheny, PA 16749	(814) 642-2544
0496	Mercer	Mercer Co. AVTS	P.O. Box 152, Rte. 58	Mercer, PA 16137	(412) 662-3000
0405	Mifflin	Tuscarora IU 11	MCIDC Plaza, Bldg. 58	Lewistown, PA 17044	(717) 248-4942
0740	Monroe	Monroe Co. Vo-Tech	P.O. Box 66	Bartonsville, PA 18321	(717) 629-2001
0370	Montgomery	North Penn HS	1340 Valley Forge Rd.	Lansdale, PA 19446	(215) 368-0400,x206
0590	Montgomery	Norristown Area HS	1900 Eagle Dr.	Norristown, PA 19403	(610) 630-5066
0040	Northampton	Liberty HS	1115 Linden St.	Bethlehem, PA 18018	(610) 867-0541
0160	Northampton	Easton Area HS	2601 Wm Penn Hwy.	Easton, PA 18042	(610) 250-2496
0530	Northumberland	Mt. Carmel Area Jr.-Sr. HS	W. Fifth St.	Mt. Carmel, PA 17851	(717) 339-1500
0600	Philadelphia	CC of Phila.	1700 Spring Garden St.	Philadelphia, PA 19130	(215) 751-8234
0605	Philadelphia	LaSalle Univ.-Urban Studies	1900 W. Olney Ave., Box 829	Philadelphia, PA 19141	(215) 951-1187
0610	Philadelphia	SD of Phila.	Broad & Green Sts.	Philadelphia, PA 19130	(215) 299-3387
0620	Philadelphia	Temple Univ. (MARC)	Broad & Berks Sts.	Philadelphia, PA 19122	(215) 204-8613, 8611
0450	Pike	Delaware Valley HS	Rte. 6 & 209	Milford, PA 18337	(717) 296-6496
0130	Potter	Coudersport Area HS	698 Dwight St.	Coudersport, PA 16915	(814) 274-8500
0440	Schuylkill	Lifelong Learning Center	Schuylkill Mall Rte. 61	Frackville, PA 17931	(717) 385-6711
0730	Somerset	Somerset Co. AVTS	RD 5, Vo-Tech Rd.	Somerset, PA 15501	(814) 443-3651
0355	Susquehanna	Mountain View Jr.-Sr. HS	Box 339-A	Kingsley, PA 18826	(717) 434-2181
0435	Tioga	Mansfield University	Placement Office	Mansfield, PA 16933	(717) 662-4133
0400	Union	Central Susquehanna IU 16	P.O. Box 213	Lewisburg, PA 17837	(717) 523-1155,x325
0240	Venango	Central Elementary School	1276 Otter St.	Franklin, PA 16323	(814) 437-6991
0790	Warren	Warren Co. AVTS	347 E. 5th Ave.	Warren, PA 16365	(814) 723-6900
0800	Washington	Trinity HS	Park Ave.	Washington, PA 15301	(412) 225-5380
0310	Wayne	Wayne Highlands SD	474 Grove St.	Honesdale, PA 18431	(717) 253-4661
0380	Westmoreland	E. Westmoreland Voc.	849 Hillview Ave.	Latrobe, PA 15650	(412) 539-9788
0510	Westmoreland	Monessen Jr. HS	531 S. Main St.	Greensburg, PA 15601	(800) 456-3148
0560	Westmoreland	Valley HS	703 Stevenson Blvd.	New Kensington, PA 15068	(412) 337-4536
0890	Westmoreland	Westmoreland Co. CC	College Station	Youngwood, PA 15697	(412) 925-4105
0760	Wyoming	Tunkhannock Area SD	120 W. Tioga St.	Tunkhannock PA 18657	(717) 836-8213
0870	York	Wm. Penn Sr. HS	101 W. College Ave.	York, PA 17403	(717) 755-6254
0880	York	York AVTS	2179 S. Queen St.	York, PA 17402	(717) 741-0820,x293

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